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ABSTRACT

This report summarizes the in-school field operations and data collection activities, as well as the administration decision-making, undertaken in Year 11 of the National Assessment of Educational Progress, (NAEP) from March, 1979 through July, 1980. The more pertinent summary data on the planning and conduct of Year 11 in-school assessment are cited here. Also included are details, in summary form, on (1) National Assessment meetings attended and field trips taken by Research Triangle Institute (RTI) central staff members, (2) the inventory (summer, 1980) of NAEP materials and equipment stored at RTI, and (3) project expenditures of funds and effort. An assessment of out-of-school 17-year-olds (Supplementary Frame assessment) was conducted in Year 11; a summary of the Year 11 Supplementary Frame assessment field activities is presented in this report. Primary type of information provided by the report: Procedures (Field Administration). (Author/BW)

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YEAR 11

IN-SCHOOL FIELD OPERATIONS AND DATA COLLECTION ACTIVITIES

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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August, 1980

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The work upon which this publication is based is performed pursuant to Grant NIE-G-80-0003 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

I. INTRODUCTION

This report summarizes the in-school field operations and data collection activities, as well as the administration decision-making, undertaken in Year 11 of the National Assessment program by Research Triangle Institute on behalf of the Education Commission of the States. It covers a time frame of some seventeen months --- from March, 1979 through July, 1980.

Contained herein are what are considered to be the more pertinent summary data on the planning and conduct of Year 11 in-school assessment. Also included are details, in summary form, on (1) National Assessment meetings attended and field trips taken by RTI central staff members during the twelve months ending May 31, 1980, (2) the inventory (taken in the summer of 1980) of NAEP materials and equipment stored at RTI, and (3) project expenditures of funds and effort.

Two quarterly progress reports (RTI Progress Report Numbers 41 and 42) which describe in considerable detail the in-school administration field activities during the period of January 1, 1980 - June 30, 1980 have been submitted to ECS by RTI's National Assessment Administration Center. 1/ Some of the summary tables in this final report have been taken directly from those reports; however, a good portion of the summary-data tables contained in this report have been prepared specially for inclusion in this report.

Generally, lengthy narrative descriptions of Year 11 field activities contained in previously submitted quarterly progress reports are not

1/ Preparation of quarterly progress reports was suspended during calendar year 1979 in order to conserve funds. Thus, no reports were prepared for the period when Year 11 preparatory activities and Year 11 Age Class 2 assessment were carried out.

reiterated. Instead, those descriptions are simply referenced to the appropriate quarterly report. Similarly, none of the Project Memoranda issued to the DSs during Year 11 are reprinted in or attached to this report, but where appropriate, references are made to some of those memoranda. Moreover, documents prepared during the fiscal year by the in-school administration staff such as training manuals for the field staff are neither appended nor attached due to their length and the fact that copies of these have been submitted previously to ECS. Less lengthy items such as the Year 11 data receiving specifications, the Year 11 age-class assessment schedules, an inventory of NAEP materials stored at RTI, and the Year 11 DS training session agenda are appended to this report.

An assessment of out-of-school 17-year-olds (Supplementary Frame assessment) was conducted in Year 11. The last such special assessment was conducted in Year 07. A summary of the Year 11 Supplementary Frame assessment field activities is presented in this report. A more detailed report will be prepared by RTI's Sampling Research and Design Center (SRDC) covering all aspects of the survey, including the sample design and execution.

II. PREPARATION FOR YEAR 11 ASSESSMENT

A. General

Since Year 02, planning for an assessment year has begun early in one calendar year and data collection activities relating to it have not been completed until the summer of the next calendar year. Thus, initial planning for the Year 11 began early in 1979 with the review of Year 11 Age Class 2 exercises and the structuring of Year 11 assignments/districts.

Table 1 presents the schedule of major Year 11 preparatory activities which involved staff from RTI's National Assessment Administration Center. In the sections which follow are summary reports of some major tasks which were completed prior to the beginning of Year 11 assessment.

B. Stimulus Tape Review

In Year 11, ECS/NAEP made arrangements to have stimulus tapes produced by a vendor in Denver. [1/] The Year 11 Age Class 2 tapes were reviewed by RTI's Taping and Proofing Coordinator in July, 1979 and her corrections/edit suggestions were forwarded to NAEP staff at that time. RTI's Taping and Proofing Coordinator also reviewed the Year 11 stimulus tapes for Age Classes 1 and 3 assessments later in 1979.

After all tapes for an age class were approved by NAEP, the taping contractor duplicated 65 copies of each, placing two tapes on a single C-90 cassette (one tape on Side A and another tape on Side B). Completed tapes for each age class were bulk shipped to RTI by ECS and four copies of each cassette subsequently were shipped by bus to each DS. [2/]

1/ In Years 02-10, RTI was responsible for the production of stimulus tapes, working through a vendor in Raleigh, North Carolina.

2/ The Age Class 2 and 1 tapes were shipped on September 13 and November 27, 1979, respectively, and the Age Class 3 tapes went out to the DSs on January 29, 1980. (See Project Memoranda Nos. 6, 11 and 16).

Table 1

SCHEDULE OF YEAR 11 PREPARATORY ACTIVITIES

March, 1979	Review (for feasibility of field administration) of Year 11 exercises begins.
April, 1979	Year 11 District Supervisor (DS) PSU assignments are determined.
June 15, 1979	All Year 11 supplies and handout materials are ordered.
June 22, 1979	Introductory materials are mailed from RTI to Chief State School Officers.
June 29, 1979	All instructional materials are prepared, basic printed items required for Year 11 are ordered, and Year 11 stimulus tape production begins.
July 16-23, 1979	Introductory materials are mailed from RTI to all superintendents and private school officials.
July 30-August 3, 1979	DS training session at RTI.
August 6-17, 1979	Initial DS contact (by telephone) of superintendents and school officials.
August 13-September 7, 1979	Mailout of confirmation letters to superintendents and introductory materials to principals.
August 27-October 5, 1979	DSs conduct introductory meetings and retain Exercise Administrators.

C. Instructional Materials

During the spring of 1979, it was decided in meetings and telephone conversations between NAEP Operations and RTI staff that District Supervisor and Exercise Administrator training and reference manuals, very similar in format to those used in Year 10, would be prepared for Year 11. It was also decided that Administrative Instructions for Exercise Administrators would be needed again in Year 11 for the EAs' use during package administration to provide special, ready-reference instructions on package administration and handouts required for certain packages.

In April, work began on the Year 11 Exercise Administrator Manual. A final draft was sent to NAEP in mid-June for review. Final approval was received in late June, and the manual was sent to the printer in an order calling for 200 bound copies to be delivered by late August. The order was filled on schedule and copies of the Year 11 EA Manual were shipped by bus to the DSs before Labor Day.

The Year 11 District Supervisor Manual had essentially the same chapter and section outline as the Year 10 version. All of the necessary rewriting had been completed by mid-June and drafts of all chapters had been sent to NAEP for approval before the end of the month. Approval was received from NAEP in early July and 35 copies were printed. The Year 11 DS Manual was printed on both sides of each page and each page was reduced to 6-1/2" x 9" to produce a lightweight manual. After printing, the pages of each copy were punched and inserted in a 7-1/2" x 10" three-ring, looseleaf binder.

The Year 11 Age Class 2 Exercise Administrator Administrative Instructions (EAAI) were written, in coordination with NAEP, by the end of July

and submitted to NAEP for approval. Two hundred copies were printed in late July and shipped to the DSs on September 17, in time for distribution to the EAs before they were trained. Additional EAAIs were prepared for Year 11 Age Class 1 and 3 assessments later in the operational year and distributed to the DSs.

D. Procurement of Miscellaneous Materials and Supplies

As early as May, 1979, RTI staff members began ordering, through local sources, materials and supplies (aside from mailout materials) which would be needed to carry out Year 11 assessment. These items included: (1) sampling, scheduling, reporting and fiscal forms; (2) SLFs; (3) DS business cards; (4) press releases, school task summaries, confirmation memos and various introductory meeting handouts; and (5) return envelopes, boxes and other mailing materials. All of the materials and items in the above categories were ordered by mid-July, 1979 and delivery on most materials and supplies needed for assessment in Year 11 were received by early August. Most of these items were shipped via bus freight to the DSs on August 10, 1979 (see Project Memorandum No. 3).

E. Mailout Materials

1. Form Letters and Memoranda

All form letters and memoranda necessary to complete the mailouts to officials of schools in the Year 11 sample were drafted in mid-June by RTI and NAEP staff members and were approved by NAEP early in the next quarter. Most of the items were sent to the printer by mid-July and all materials were printed by the first week in August. Tables 2 and 3 list and describe all letters and memoranda used in the Year 11 mailouts to school officials.

Table 2

FORM LETTERS USED IN MAILOUTS FROM RTI TO OFFICIALS OF SCHOOLS IN THE YEAR 11 SAMPLE

	Recipients	Letterhead	From	Purpose
1.	Chief State School Officers	ECS	Mr. Scott	To cover lists of schools or school districts selected in each state for assessment in Year 11.
2.	Superintendents and Private School Officials (2 Versions)	ECS	Dr. Forbes	To inform recipients of the selection of one or more schools under their jurisdiction of participation in Year 11 assessment and inform them that they would be receiving a packet of informational materials from RTI.
3.	Superintendents and Private School Officials (2 Versions)	NAEP/RTI (Operations)	Mr. Smith	To cover lists of schools selected and packets of informational materials, to inform recipient of future phone call from DS, and to present suggested date for introductory meeting.
4.	Superintendents and Private School Officials (2 Versions)	NAEP/RTI (Operations)	Mr. Smith	To confirm time, date, and place of introductory meeting set by DS and the recipient and to cover the Principal's Memorandum and Principal's Questionnaire.
5.	Principals of Schools In The Sample	NAEP/RTI (Operations)	Mr. Smith	To inform recipient of time, date, and place of introductory meeting he/she was to attend and to cover packet of informational materials.
6.	Superintendent's and Principal's Thank-You Letter (2 Versions)	ECS	Mr. Scott	To thank superintendents, principals, and coordinators (if one) for the participation and help in assessment. To inform them of dates for publishing reports. To solicit the name for the mailing list for the NAEP Newsletter and to request completion of an enclosed questionnaire.

MAILOUT SCHEDULE:

- Item 1 was mailed on June 22.
- Item 2 was mailed by July 16.
- Item 3 was mailed by July 23.
- Most of Items 4 and 5 were mailed by September 30.

Table 3

MEMORANDA USED IN MAILOUTS TO OFFICIALS OF SCHOOLS IN THE YEAR 11 SAMPLE

	Recipients	Accompanies	Purpose
1.	School Officials	First Superintendents' or Private School Officials' Letter from RTI	To provide recipient with summary of Year 11 assessment schedule; to provide information on school involvement, student participation and sample selection procedures; and to elicit information on new schools and also any changes which should be made in the Listing of Schools Selected.
2.	Principals of Schools in the sample	Letter to principals of schools in the sample	To provide information on assessment schedules, school involvement and student participation and to list specific tasks schools must perform to facilitate the conduct of assessment. Also provide detailed instructions on the proper completion of SLFs.

2. Informational Materials

Each superintendent, headmaster (private school official), and principal of schools in the Year 11 sample received a packet of informational materials describing various aspects of National Assessment. One copy of each of the following items was included in each packet of informational materials. 1/

a. Demonstration Package (including reading and literature objectives and sample exercises)

b. Brochure about the National Assessment of Educational Progress

c. Memoranda to School Officials, and Principals

d. NAEP Newsletter (June, 1979)

e. NAEP Publications Checklist

F. Mailouts to School Officials

The Year 11 NAEP introductory letters to superintendents (and headmasters) were mailed from RTI on July 16, and the "operations" letters to superintendents were mailed by July 23. The latter suggested an introductory meeting time and date and also covered the Year 11 informational materials and memorandum to superintendents. The mailing of confirmation letters to superintendents and the initial mailout to principals of sample schools began the week of August 20. This mailing was about 98 percent completed by the end of September. The superintendents' confirmation letters and principals' informational folders not mailed prior to the end of September involved school districts (1) in which cooperation was pending,

1/ Although it is not classed as a piece of descriptive or informational material, a Principal's Questionnaire was sent to all principals of Year 11 sample schools (in the informational materials pocket) for them to complete and bring to the introductory meeting they attended. An example of the Principal's Questionnaire also accompanied the "confirmation" letter to superintendents and private school officials.

(2) in which the DSs had not been able to contact the superintendent to establish an introductory meeting, or (3) which contained new schools selected near the end of September.

Most Year 11 mailouts were sent out as scheduled except for the small proportion of the superintendents' confirmation letters and principals' packets which were mailed after September 30 (see above); as in recent years, no significant problems were encountered.

G. DS Training Session

The Year 11 District Supervisor Training Session was held in Research Triangle Park, North Carolina at RTI headquarters from July 30 - August 2, 1979. An agenda of the session is shown in Appendix A. July 31 and August 1 were devoted to the training of five new District Supervisors who did not participate in Year 10 assessment. Instruction on those days was provided by five key staff members from RTI's National Assessment Administration Center. The morning of the first day's session was devoted to summary presentations on the training week schedule, organization of the staffs of ECS, NAEP and RTI, and the Year 11 general assessment schedule. That afternoon the group received training on initial school contacts and participated with central staff members in the simulation of phone calls to school officials. At the end of the day the five new DSs also spent about an hour completing various RTI personnel forms. The second day was devoted to (1) detailed presentations on proper student sample selection, (2) a briefing on the proposed Year 11 Supplementary Frame assessment, (3) instructions on the conduct of introductory meetings, (4) observation by the DSs of a mock introductory meeting conducted by a Regional Supervisor, (5) a review of general package administration procedures, and (6) instructions on proper primary sampling unit planning and scheduling.

The eight DSs who worked all of Year 10 began their Year 11 training in a separate session (from the new DSs) the morning of August 1. The veterans spent that morning touring RTI and the Research Triangle Park. Year 11 procedural changes and areas of emphasis were the primary topics discussed in the afternoon with the veteran DSs. While the veteran DSs were taking their tour the morning of August 1, the new DSs observed a group package administration completed with a group of thirteen-year-olds. Highlights of the last day of the session (attended jointly by all DSs) included presentations by NAEP and NIE staff. The session was concluded on August 1 with the DSs meeting with their respective RSs.

DS field costs incurred in attending the Year 11 training session at RTI totaled $5,142, for an average of $396 per DS (see Table 4). In Year 08, when only eleven DSs attended the training session in North Carolina, field costs averaged $302 per DS, while field costs for the Years 09 and 10 training sessions (held in Denver) averaged $427 and $425, respectively, per DS.

H. Initial Contacts With School Officials

The week after the DS training session, the District Supervisors began telephoning superintendents [1/] of schools in the Year 11 sample to (1) determine their willingness to participate, (2) establish introductory meeting dates with them or their representatives and the principals and coordinators of all sample schools, (3) make any necessary corrections to the PSU List of Schools Selected, and (4) gather necessary enrollment and grade-range data on any new schools in the area which were opening for the first time in the fall of 1979. The DSs were instructed to make an attempt to call each superintendent in the period from August 6-17 and to complete all of their initial contacts by August 24. In

1/ Headmasters of private schools in the Year 11 sample also were contacted in the same manner as superintendents of public and parochial sample schools.

Table 4

COMPARATIVE DS FIELD COSTS INCURRED IN ATTENDING TRAINING SESSIONS IN YEARS 08, 09, 10, AND 11

	Air Fares	Mileage	Subsistence	Other	Total	Average Cost Per DS
Year 11 (13 DSs)	$2,769	$652	$1,562	$159	$5,142	$396
Year 10 (13 DSs)	3,330	148	1,761	282	5,521	425
Year 09 (12 DSs)	2,900	280	1,834	308	5,122	427
Year 08 (11 DSs)	1,722	149	1,238	216	3,325	302

some instances, superintendents could not be contacted by August 24 due to late school openings or superintendents' being out of their offices on extended trips or vacations. By late September, however, virtually all initial contacts with superintendents of schools selected in the Year 11 sample had been completed, including most of those with superintendents of "new" and supplementary schools selected after the initial sample of schools had been identified (see Chapter III).

I. Introductory Meetings

The District Supervisors, in their calls to superintendents and headmasters (see above), scheduled introductory meetings with superintendents, principals and coordinators of schools in the Year 11 sample. The great majority of these meetings were scheduled in the six-week period from August 27 through October 5. The Year 11 introductory meeting schedule for each Primary Sampling Unit (PSU) established by the District Supervisors in their initial contacts with school officials is shown in Table 5. In these meetings the District Supervisors were required to:

(1) Answer any questions the school officials in attendance might have regarding National Assessment;

(2) Explain the tasks required of each school participating in National Assessment;

(3) Distribute Student Listing Forms and explain method of completion;

(4) Determine the dates of assessment;

(5) Complete the PSU Control Sheets;

(6) Collect completed Principal's Questionnaire;

(7) Obtain information on schools with special sessions;

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OMMITTED DUE TO CONFIDENTIALITY

(8) Inquire about possible EA candidates (when necessary).

About 95 percent of all Year 11 introductory meetings were set up to be completed by October 5, the last day the meetings were initially scheduled to be held. Those meetings which had to be held after assessment began on October 8 primarily involved schools from which cooperation was pending at the end of September.

III. SUMMARY OF YEAR 11 IN-SCHOOL ASSESSMENT

A. The Primary Sample

The Year 11 primary sample consisted of 83 Primary Sampling Units (PSUs) containing 162 replicates. The 83 PSUs, which were made up of a single county or a cluster of counties, fell in 77 geographic locations, or sampling points. As in Years 07-10, one week was allotted in the Year 11 schedule to complete assessment in two replicates. Thus, completion of assessment in an age class in Year 11 called for 81 weeks of assessment.

B. Schedule of Activities

1. Preparation for Regular Assessment

As indicated in Chapter II, almost all the central staff effort expended in preparation for Year 11 in-school assessment (procurement of materials and supplies, development of basic instructional materials, mail-outs to superintendents and private school officials and to principals of sample schools, etc.) had been completed before October, 1979. Detailed descriptions of all preparatory activities relating to Year 11 were presented in Chapter II of this report.

2. Conduct of Regular Assessment

As in Years 01-10, Year 11 in-school assessment involved three age classes:

Age Class	Group	Born
1	Nine-year-olds	During calendar year 1970
2	Thirteen-year-olds	During calendar year 1966
3	Seventeen-year-olds	During the period of 10/1/62 through 9/30/63

Also as in previous years, age-eligible students enrolled in sample schools but who could not speak English, who were classified as EMR, or who were determined as functionally disabled were excluded from the sample universe.

The schedule for the Year 11 regular in-school assessment was established at the beginning of the assessment year as follows:

Age Class 2 - October 8 through December 14, 1979

Age Class 1 - January 2 through March 7, 1980

Age Class 3 - March 3 through May 9, 1980

Schedules for each age class, showing, by DS, when each Primary Sampling Unit (PSU) was actually scheduled for assessment, are contained in Appendix B. As was the experience in all previous assessment years, some DSs were unable to complete assessment in their districts according to the schedules they established in their introductory meetings. By-PSU listings and explanations of these schedule delays are given in Appendix C.

In Year 11, the total assignment across all age classes consisted of 40 unique group packages. This compares to total assignments of 35 group packages in Year 09 and 41 group packages in Year 10. All Year 11 packages contained some combination of Reading and Literature exercises. There also were seven Art exercises in one Year 11 Age Class 2 package. At each age class, three Year 11 packages were made up of exercises recycled from Years 02 and 06; all other Year 11 packages were made up of exercises which had not been administered in previous years. Table 6 shows the distribution of Year 11 packages by composition (either new or recycled exercised) and by age class.

Table 6

Year 11 Packages
(By Age Class and Composition)

Age Class	Number of Packages		
	All New Exercises	All Recycled Exercises	Total Packages
1	3	8	11
2	3	12	15
3	3	11	14
Total	9	31	40

3. Other Scheduled Activities

Besides the actual conduct of Year 11 assessment, the DSs and central staff were engaged during the contract period in a number of other activities which were associated with the regular in-school assessment program. The more important of these are listed in Table 7. All the major tasks listed in Table 7 were completed on or ahead of schedule.

C. Schools Selected For Assessment

Table 8 presents a summary of the schools selected in the Year 11 secondary sample, by region, for each age class. A total of 1,740 schools comprised the Year 11 secondary sample, 5.6 percent less than in Year 10, when 1,844 were selected. This reduction in sample size was due to a special mathematics assessment (AAM) in Year 10 which required more sample schools.

Table 9 gives, by region and by age class, counts of schools added to the Year 11 secondary sample after the initial selection had been made in the summer of 1979. Of the 54 schools added, three were schools opening for the first time in September, 1979 or had experienced a grade-range change after the 1978-1979 school year (and had no probability of selection in the initial secondary-sample draw [1/]), and 51 were added to replace refusal schools.

D. Completion Rates

Tables 10 and 11 present summary data, by age class, on the number and percentage of sessions completed and students assessed during Year 11.

1/ The Year 11 secondary sampling frame was constructed from listings of schools existing during the 1978-79 school year.

Table 7

OTHER MAJOR SCHEDULED ACTIVITIES ASSOCIATED WITH YEAR 11 IN-SCHOOL ASSESSMENT

(In Fiscal Year 1979-1980)

	Activity	Dates Scheduled
1.	Review of Age Classes 1 and 3 stimulus tapes for Year 11.	October 1, 1979-January 31, 1980
2.	DS telephone contact with most principals of schools in Age Class 3 sample to inform them when DS will arrive to draw student samples.	December 10-20, 1979
3.	DSs begin contact with Age Class 1 schools to reconfirm assessment schedules.	December 10-20, 1979
4.	DSs organize materials and prepare in other ways for Age Class 1 assessment.	December 10-20, 1979
5.	DSs complete telephone contacts with remaining officials of Age Class 3 sample schools.	January 2-March 7, 1980
6.	DSs draw student samples in most Age Class 3 schools.	January 2-March 7, 1980
7.	DSs acquire Supplementary Frame lists.	March 3-May 9, 1980

Table 8

NUMBER OF SCHOOLS SELECTED IN YEAR 11 SAMPLE 1/

	Region 1	Region 2	Region 3	Region 4	Total
Age Class 1	138	125	191	154	608
Age Class 2	154	145	192	151	642
Age Class 3	107	103	145	135	490
Total Year 11 Sample	399	373	528	440	1,740

1/ Includes schools selected for participation in Year 11 after the initial secondary sample had been drawn.

Table 9

NUMBER OF SCHOOLS ADDED TO INITIAL YEAR 11 SECONDARY SAMPLE AFTER INITIAL SECONDARY SAMPLE SELECTION 2/

	Region 1	Region 2	Region 3	Region 4	Total
Age Class 1	2	1	0	13	16
Age Class 2	6	4	4	4	18
Age Class 3	6	3	2	9	20
Total Year 11 Sample	14	8	6	26	54

2/ Three were selected as a result of sample updating operations.

Table 10

SESSIONS COMPLETED AND STUDENTS ASSESSED
YEAR 11 REGULAR ASSIGNMENTS

		Sessions Assigned	Sessions Completed	Students Expected To Be Assessed 1/	Students Actually Assessed/Completion Rate 2/
Age Class 1	No.	1,764	1,764	32,200	29,013
	%	100.0	100.0	100.0	90.1
Age Class 2	No.	2,380	2,352	48,295	41,488
	%	100.0	98.8	100.0	85.9
Age Class 3	No.	2,455	2,425	46,627	36,027
	%	100.0	98.8	100.0	78.0
Year 11	No.	6,599	6,541	127,122	106,528
	%	100.0	99.1	100.0	-

1/ Adjusted to the lower of the number of students assigned to be assessed in each sample school or the number of eligibles enrolled in each sample school.

2/ Completion rate for Age Classes 1 and 2 is ratio of the number of students assessed to the number of students expected to be assessed. For Age Class 3, it is (1) the initial response rate (no. assessed ÷ no. expected to be assessed in initial sessions) plus, (2) the percentage of nonrespondents in followup schools times the followup response rate.

Table 11

SESSIONS COMPLETED AND STUDENTS ASSESSED
YEAR 11 STANDBY ASSIGNMENTS

		Sessions Assigned	Sessions Completed	Students Expected To Be Assessed 1/	Students Actually Assessed/Completion Rate 2/
Age Class 1	No.	19	17	165	146
	%	100.0	89.5	100.0	88.5
Age Class 2	No.	50	40	210	196
	%	100.0	80.0	100.0	93.3
Age Class 3	No.	22	16	124	112
	%	100.0	72.7	100.0	90.3
Year 11	No.	91	73	499	454
	%	100.0	80.2	100.0	-

1/ Adjusted to the lower of the number of students assigned to be assessed in each sample school or the number of eligibles enrolled in each sample school.

2/ Completion rate for Age Classes 1 and 2 is ratio of the number of students assessed to the number of students expected to be assessed. For Age Class 3, it is (1) the initial response rate (no. assessed ÷ no. expected to be assessed in initial sessions) plus, (2) the percentage of nonrespondents in followup schools times the followup response rate.

Table 10 shows data only for regular assignments, while Table 11 presents summary data only for standby assignments.

A total of 6,690 group sessions were assigned on a regular or standby basis in Year 11. Of that number, 6,614 or 98.9 percent were completed. In those 6,690 sessions scheduled, a total of 127,621 students were expected to be assessed, while 106,982 students, or 83.8 percent of the target sample, actually were assessed. In Year 10, the overall session completion rate was 99.6 percent and 82.4 percent of the selected students were assessed. Details of scheduled sessions not completed are given for the Year 11 age class assessments in Appendix C of this final report. Table 12 also has been included to show, by age class and reason, regular and standby sessions which could not be completed.

In Years 07 and 08, samples of Age Class 3 nonrespondents from initial and makeup sessions were selected for followup assessment on a subsequent date. No followup assessment was conducted in Year 09, but it was resumed in Year 10, and continued in Year 11, using a slightly different set of sampling procedures which called for the assignment of one or two followup packages to each Age Class 3 sample school. The followup packages were not administered, however, if at least 75 percent of the students selected in a school were assessed. Also, under this approach, no makeup sessions were required.

The followup assessment of seventeen-year-olds in Years 07 and 08 had a very positive effect on both Age Class 3 and overall student response rates in those years; it also bolstered the Years 10 and 11 Age Class 3 student response rate considerably. Tables 13-16 present summary data on this past year's Age Class 3 session completion and student response rates.

Table 12

SESSIONS ASSIGNED DURING YEAR 11 WHICH COULD NOT BE ADMINISTERED

Reason For Nonadministration	Age Class 1		Age Class 2		Age Class 3		Total	
	Regular	Standby	Regular	Standby	Regular	Standby	Regular	Standby
No Eligible Respondents	0	2	2	9	0	6	2	17
School Refusal	0	0	26	0	27	0	53	0
Other	0	0	0	1	3	0	3	1
Total	0	2	28	10	30	6	58	18

Table 13

SESSION COMPLETION RATES
Year 11, Age Class 3
(Regular Assignments)

Region		Original Sessions		Followup Sessions		Total Sessions	
		Assigned	Completed	Assigned	Completed	Assigned	Completed
1	No.	550	511	59	59	609	570
	%	100.0	94.7	100.0	100.0	100.0	99.5
2	No.	489	489	31	31	520	520
	%	100.0	100.0	100.0	100.0	100.0	100.0
3	No.	638	638	51	51	689	689
	%	100.0	100.0	100.0	100.0	100.0	100.0
4	No.	553	553	84	83	637	636
	%	100.0	100.0	100.0	98.8	100.0	99.8
Total	No.	2,230	2,201	225	224	2,455	2,425
	%	100.0	98.7	100.0	99.6	100.0	98.8

Table 14

SESSION COMPLETION RATES
Year 11, Age Class 3
(Standby Assignments)

Region		Original Sessions		Followup Sessions		Total Sessions	
		Assigned	Completed	Assigned	Completed	Assigned	Completed
1	No.	2	1	0	0	2	1
	%	100.0	50.0	100.0	0.0	100.0	50.0
2	No.	5	3	0	0	5	3
	%	100.0	60.0	100.0	0.0	100.0	60.0
3	No.	7	5	1	1	8	6
	%	100.0	71.4	100.0	100.0	100.0	75.0
4	No.	7	6	0	0	7	6
	%	100.0	85.7	100.0	0.0	100.0	85.7
Total	No.	21	15	1	1	22	16
	%	100.0	71.4	100.0	100.0	100.0	72.7

Table 15

STUDENTS ASSESSED
Year 11, Age Class 3
(Regular Assignments)

Region		Original Sessions		Followup Sessions		Total Sessions 1/	
		Selected	Assessed	Selected	Assessed	Selected	Assessed
1	No.	11,654	7,802	2,047	657	11,654	8,459
	%	100.0	67.0	100.0	32.1	100.0	73.5
2	No.	9,751	7,427	812	352	9,751	7,779
	%	100.0	76.2	100.0	43.3	100.0	79.8
3	No.	13,019	10,029	1,461	461	13,019	10,490
	%	100.0	77.0	100.0	31.6	100.0	80.9
4	No.	12,203	8,274	2,771	1,025	12,203	9,299
	%	100.0	67.8	100.0	37.0	100.0	77.6
Total	No.	46,627	33,532	7,091	2,495	46,627	36,027
	%	100.0	71.9	100.0	35.2	100.0	78.0

Table 16

STUDENTS ASSESSED
Year 11, Age Class 3
(Standby Assignments)

Region		Original Sessions		Followup Sessions		Total Sessions 1/	
		Selected	Assessed	Selected	Assessed	Selected	Assessed
1	No.	4	2	0	0	4	2
	%	100.0	50.0	100.0	0.0	100.0	50.0
2	No.	37	35	0	0	37	35
	%	100.0	94.6	100.0	0.0	100.0	94.6
3	No.	30	26	0	0	30	26
	%	100.0	86.7	100.0	0.0	100.0	86.7
4	No.	52	48	1	1	53	49
	%	100.0	92.3	100.0	100.0	100.0	92.5
Total	No.	123	111	1	1	124	112
	%	100.0	90.2	100.0	100.0	100.0	90.3

1/ The sample completion rate for total sessions was computed as (1) the initial response rate (no. assessed ÷ no. expected to be assessed in initial session) plus, (2) the percentage of nonrespondents in followup schools times the followup response rate.

The nonrespondent followup also has had a positive effect on the per-package yield. In Year 06, there was an average of 2,314 responses per Age Class 3 package assigned; in Year 07 the average went up to 2,508; in Year 08 the average rose again to 2,544; in Year 09 it fell to 2,357; and in Year 10 it rose to 2,724, some 5 percent over the expected yield. In Year 11, package assignment procedures were revised slightly, and the average number of responses per Age Class 3 package was 2,581, which was within .4 percent of the targetted average yield of 2,592 responses per package.

E. EA Effort and Costs

Table 17 presents a summary, by age class, of EA effort expended and costs incurred in Year 11; and in Table 18, various comparisons of EA effort and costs for Years 06-11 are given.

In Year 11, EA costs totaled $83,518.14 and the average EA cost per administration (based on total DS and EA administrations of 6,614) was $12.63. Total EA costs for Year 10 were $76,336.59 and the average EA cost per administration was $11.57. In Year 11 the EAs completed 73.3 percent of all administrations; in Year 10, the EAs completed almost 71 percent of all package administrations. The DSs administered 1,915 packages in Year 10, as compared to 1,766 in Year 11. The rise in average EA costs per administration in Year 11 (from Year 10) was due primarily to a 6.9 percent increase in the average hourly wage paid EAs ($5.44 in Year 11; $5.09 in Year 10).

Tables 19 and 20 have been included to provide details, for each Year 11 age class assessment, on EA hours charged in performing specific activities and on EA costs, by cost category. The distribution of EA hours and costs (by categories) was generally comparable to the experience in other recent years.

Table 17

SUMMARY OF EA EFFORT AND COSTS
YEAR 11

Class	No. Weeks Of Assessment	Adms.[1]	Total EA Hours Charged	Average No. EA Hours Per Administration[3]	Average No. EA Hours Per Week Of Assessment	Total EA Costs[2]	Average EA Cost Per Administration[3]	Average EA Costs Per Week Of Assessment
1	81	1,781	3,888.00	2.18	48.00	$25,673.45	$14.42	$316.96
2	81	2,392	4,465.00	1.87	55.12	28,658.17	11.98	353.80
3	81	2,441	4,425.75	1.81	54.64	29,186.52	11.96	360.33
Year 11 Totals	243	6,614	12,778.75	1.93	52.59	$83,518.14	$12.63	$343.70

1/ Includes regular and standby administrations in all original and Age Class 3 followup sessions.

2/ Remuneration for EA services plus reimbursement for business-connected mileage and other incidental EA expenses such as parking and tolls. Does not include Powerforce, Inc. surcharge.

3/ Based on total administrations.

TABLE 18

COMPARISON OF EA EFFORT AND COSTS

Years 06 through 11

	Year 06	Year 07	Year 08	Year 09	Year 10	Year 11
Total Administrations	9,284	7,490	5,917	5,156	6,598	6,614
EA Administrations	1,981	5,148	3,744	3,357	4,683	4,848
Total EA Hours Charged	5,624.2	10,736.2	10,673.7	7,960.0	12,629.25	12,778.75
Average Number of EA Hours Per EA Administration	2.84	2.09	2.85	2.37	2.70	2.64
Average Number of EA Hours Per Week of Assessment	8.68	44.18	43.92	32.76	51.97	52.59
Total EA Costs	$29,371.42	$56,776.38	$59,391.60	$48,738.19	$76,336.59	$83,518.14
Average EA Costs Per EA Administration	$14.83	$11.03	$15.86	$14.52	$16.30	$17.22
Average EA Costs Per Week Of Assessment	$45.33	$233.65	$244.41	$200.57	$314.14	$343.70
Average EA Hourly Wage	$4.33	$4.42	$4.51	$5.06	$5.09	$5.44
Percent of Total Administrations Completed By EAs	21.3	68.7	63.3	65.1	71.0	73.3

TABLE 19

YEAR 11 EA HOURS, BY ACTIVITY

	Training	SLF Completion	Assessing	Travel	Other	Total
Age Class 1	120.50	389.50	1,946.50	738.50	693.00	3,888.00
Age Class 2	351.75	232.50	2,442.50	618.00	820.25	4,465.00
Age Class 3	152.00	340.00	2,384.00	810.75	739.00	4,425.75
Total	624.25	962.00	6,773.00	2,167.25	2,252.25	12,778.75
%	4.9	7.5	53.0	17.0	17.6	100.0

TABLE 20

YEAR 11 EA COSTS

	Wages And Fees	Mileage	Other	Total
Age Class 1	$20,878.30	$ 4,210.32	$ 584.83	$25,673.45
Age Class 2	24,391.48	4,071.64	195.05	28,658.17
Age Class 3	24,212.17	4,245.17	729.18	29,186.52
Total	$69,481.95	$12,527.13	$1,509.06	$83,518.14
%	83.2	15.0	1.8	100.0

In Year 11, a total of 254 Exercise Administrators were retained by the DSs (see Table 21). Of that total, 32 EAs did not receive full training, as they participated only in the preparation of SLFs. Based on average hourly rates paid to the EAs during each age class assessment, a total of $3,396 was spent on training the 222 persons who were instructed in all aspects of the EA position. Excluding any incidental EA travel costs incurred while receiving training (which cannot be associated directly in RTI's records with training), it cost approximately $15.30 (on the average) in Year 11 to train each EA retained to participate in regular assessment. Using the same computational procedures for Year 11, it cost an average of $17.37 to train each of the EAs who administered packages in Year 10. Many of the Year 11 Exercise Administrators served during only one or two age class assessments. Table 22 shows the number of EAs retained for each age class. As in most years, more EAs were required to complete the Age Class 3 assignments.

F. DS Field Costs

Including expenses incurred during August and September, 1979, in making initial contacts and holding introductory meetings, DS transportation, subsistence and "other" in-school field costs for all of Year 11 assessment totaled $149,416 (see Table 23). Field expenses in this period of approximately nine months averaged $11,494 per DS (based on 13 DSs). In Year 10, when the field staff also consisted of 13 DSs, District Supervisor field expenses totaled $146,646, for an average of $11,280 per DS.

G. Restrictions

Table 24 represents a final summary of the number and percentage of schools imposing restrictions on Year 11 assessment.[1/] The data were taken

1/ For a detailed listing of Year 11 school restrictions, by PSU and type, reference is made to Appendix D.

Table 21

EXERCISE ADMINISTRATORS RETAINED DURING
YEAR 11 IN-SCHOOL ASSESSMENT

	Region 1	Region 2	Region 3	Region 4	Total
Administered Packages	57	70	49	46	222
Only Completed SLFs	15	7	8	2	32
TOTAL	72	77	57	48	254

Table 22

EXERCISE ADMINISTRATORS RETAINED FOR EACH AGE CLASS
ASSESSMENT IN YEAR 11

Age Class	Only Completed SLFs	Administered Packages	Total 1/
1	5	93	98
2	4	141	145
3	27	139	166
TOTAL	36	373	409

1/ Some individuals may have been counted as participating in more than one age class.

Table 23

SUMMARY OF DS FIELD EXPENSES BY ACTIVITY [1/]
YEAR 11

	Transportation[2/]	Subsistence	Other[3/]	Total
1. Attending Year 11 DS Training Session	$ 3,421.61	$ 1,562.45	$ 159.44	$ 5,143.50
2. Making Year 11 initial contacts and conducting introductory meetings	12,526.07	7,983.22	5,001.35	25,510.64
3. Conducting Age Class 2 assessment	18,634.78	13,463.13	11,345.47	43,443.38
4. Conducting Age Class 1 assessment	16,711.67	12,524.16	6,996.21	36,232.04
5. Conducting Age Class 3 assessment	17,219.32	11,847.55	10,019.13	39,086.00
TOTALS	$68,513.45	$47,380.51	$33,521.60	$149,415.56
Average Per DS	$ 5,270.27	$ 3,644.65	$ 2,578.58	$ 11,493.50

1/ Includes expenses incurred in August and September, 1979 by DSs to attend Year 11 Training Session, make Year 11 initial contacts with school officials, and to complete most of Year 11 introductory meetings.

2/ Fares, auto rentals and business use of personal autos.

3/ Communications and shipping, parking, tolls, etc.

Table 24

SUMMARY OF YEAR 11 SCHOOL RESTRICTIONS

		Number Of Schools				
		Age Class 1	Age Class 2	Age Class 3	Total	% Of Total Restriction
1.	Required school information letters, press releases, etc., be sent to parents before or after assessment.	9	2	8	19	5.2
2.	Required that project informational letters be sent to parents before assessment.	121	111	56	288	79.6
3.	Requested written permission from parents before assessment.	12	6	5	23	6.4
4.	Would not allow one or more exercises to be administered.	-	-	-	-	0.0
5.	Would not allow one or more Background Questions to be administered.	5	4	2	11	3.0
6.	Other.	5	8	8	21	5.8
	Totals	152	131	79	362	100.0
	% Of Total Schools Selected	25.0	20.8	16.1	20.9	-

from the Refusal/Restriction section of the District Supervisor Weekly Status Report filed in Year 11 by the DSs. As in Year 10, proportionally more Age Class 1 school officials placed some restriction or condition on the conduct of assessment in their schools than did officials of Age Class 2 and 3 schools, and over 75 percent of the Year 11 restrictions fell in one category --- schools requiring that informational letters be sent to parents before assessment. It also should be noted that no Year 11 sample schools would not allow one or more exercises to be administered to their students. That type of restriction was last encountered in Year 07. All told, 24.0 percent of the Year 11 participating schools assessed imposed some sort of restriction on assessment. In Year 10, 22.2 percent of the sample schools participating restricted the conduct of assessment in some manner, and in Year 09, only 15.7 percent of the participating schools were classified as restricting assessment.

H. Refusals

Table 25 presents a summary, by region and age class, of school refusals received in Year 11. In Year 10, 152 sample schools out of 1,762,[1/] selected schools refused to participate; in Year 11, a total of 119 sample schools out of 1,740 selected schools were classified as refusals.

A total of 71 schools selected in the Year 11 sample expressed opposition to participating in the program and then later agreed to participate (see Table 26). Such opposition generally was first encountered either in response to the initial NAEP and RTI letters to superintendents or in the DSs' initial telephone calls to superintendents. These reversals in attitude involved 4.1 percent of the total Year 11 school sample and they represent a conversion of 37 percent of all Year 11 school cooperation problems.

1/ Schools selected for the special twelfth grade AAM assessment were not included in this count.

Table 25

YEAR 11 SCHOOLS OFFICIALLY CLASSIFIED AS REFUSALS

Region	Age Class 1	Age Class 2	Age Class 3	Totals
1	10	16	14	40
2	4	4	7	15
3	4	11	9	24
4	14	10	16	40
Totals	32	41	46	119

Table 26

YEAR 11 SCHOOLS WHICH INITIALLY EXPRESSED OPPOSITION AND LATER AGREED TO PARTICIPATE

Region	Age Class 1	Age Class 2	Age Class 3	Totals
1	13	11	10	34
2	6	6	3	15
3	2	2	1	5
4	6	5	6	17
Totals	27	24	20	71

It is noted that in Years 10 and 09 final reversal rates of 3.2 and 2.2 percent, respectively, were achieved. The Year 11 conversion rate for schools expressing opposition to participation in assessment was the highest in the eleven years that National Assessment has been conducted.

I. School Response

A total of 1,740 schools were selected for assessment in Year 11 (see Table 27). Excluding the special twelfth grade AAM school sample, this represents a 1.25 percent decrease from the number of schools selected in the Year 10 sample (1,762). Of the total number of schools selected, 13.4 percent fell into one of the nonresponse categories ("refused", "closed", "no eligibles enrolled", or "other"), while in Year 10 assessment was not conducted in 16.6 percent of the schools selected. The unadjusted school refusal rate [1/] dropped from 8.6 percent in Year 10 to 6.8 percent in Year 11. As was the experience in previous assessment years, a higher percentage of schools in the Age Class 2, Year 11 sample reported that no eligible students were enrolled than did schools in the Age Class 1 and 3 samples.

RTI's Sampling Research and Design Center staff has provided data on Year 11 school cooperation which is summarized in Table 28. Based on those originally selected schools, less those schools which were found to be closed or no longer having in-range grades, the Year 11 cooperation rate was 92.9 percent. In Year 10, the overall school cooperation rate was 91.3 percent.

Of the 1,740 schools selected for assessment in Year 11, 1,596 (91.7%) were considered "unique" schools; i.e., schools that are counted only once even though the school may be selected in more than one age class sample (see Table 29). The Year 11 sample contained schools from an estimated 711 districts.

1/ Based on total schools selected.

Table 27

SUMMARY OF SCHOOL RESPONSE
YEAR 11

	Age Class 1		Age Class 2		Age Class 3		Total Sample	
	No.	Percent Of Total	No.	Percent Of Total	No.	Percent Of Total	No.	Percent Of Total
Assessment Conducted	560	92.1	534	83.2	412	84.1	1,506	86.6
Refused	32	5.3	41	6.4	46	9.4	119	6.8
Closed	6	1.0	10	1.6	2	0.4	18	1.0
No Eligibles Enrolled	10	1.6	54	8.4	28	5.7	92	5.3
Other	0	0.0	3 1/	0.4	2 2/	0.4	5	0.3
Total Selected	608	100.0	642	100.0	490	100.0	1,740	100.0

1/ One school selected in the sample for the Northeastern Region was not in existence; also, two schools in the sample for the Central Region were found to be in nonsample counties and, thus, were eliminated from the Year 11 sample of schools.

2/ These schools were found to be situated in a county outside of the PSU in which they were selected and were dropped from the sample.

Table 28

SUMMARY OF SCHOOL COOPERATION
YEAR 11

	Age Class 1	Age Class 2	Age Class 3	Total Sample
No. of originally selected schools (A)	590	623	467	1,680
No. of original out-of-range or closed schools (B)	8	16	6	30
No. of original refusal schools (C)	32	41	44	117
Cooperation rate $\frac{(A-B)-C}{(A-B)}$%	94.5%	93.2%	90.5%	92.9%

Table 29

ESTIMATED NUMBERS OF UNIQUE YEAR 11 SAMPLE SCHOOLS AND DISTRICTS

Region	Schools	Districts
1	366	163
2	342	152
3	484	216
4	404	180
Totals	1,596	711

In Year 10, it was estimated that the secondary sample consisted of 1,674 unique schools (out of a total of 1,762 non-AAM sample schools) in 746 districts.

J. Thank-You Letters

During Year 11, RTI mailed approximately 2,500 thank-you letters, accompanied by a quality check questionnaire and NAEP Newsletter subscription card, to cooperating school officials at district and school levels. The first Year 11 thank-you letters were produced in late October, arriving in the first Age Class 2 PSUs assessed approximately two to three weeks after completion of the assessment in those PSUs. A similar thank-you letter mailing schedule was followed throughout Year 11.

The Year 11 thank-you letter requested the recipient to complete the questionnaire and send it to NAEP in an enclosed postpaid, return envelope. The recipient was also informed by the Year 11 thank-you letter that he or she would receive copies of reports from the 1979-80 assessment year in early 1981.

The last of the Year 11 thank-you letters were mailed from RTI in May, 1980. No problems were encountered during the year in carrying out the procedures or in adhering to the mailout schedule.

K. Review of Check-In Procedures and Initial Data Received

On October 30 and 31, the NAEP Director of Liaison and the RTI National Field Director visited DataScore headquarters in Iowa City, Iowa to:

1. Review the WLC/MRC receiving specifications for Year 11 Age Class 2; and

2. Review the initial hardshells being returned from the field to insure that data of acceptable quality were being collected.

As a result of this review, some modifications were made to the receiving specifications [1/] in order to make them appropriate for Year 11

1/ The Year 11 Age Class 2 receiving specifications are included as Appendix E.

operations. The review also turned up several minor problem areas relating to the completed work being received at DataScore. Project Memorandum No. 9, which identified these problems and provided instructions on the correct handling of each, was sent to the DSs on November 1.

L. Personnel Changes

In March, 1978, Louis Monaco, a District Supervisor working in the New York-New Jersey area, resigned. It was decided no replacement would be hired to fill the vacancy in the field staff created by Mr. Monaco's resignation, and the remainder of his Year 10 assignment was completed by central staff personnel. Then, at the completion of Year 10 assessment in May, 1979, two other DSs, Fred Schaefer and Susan Golling, resigned to pursue other interests.

Even after most of the planning for Year 11 assessment was complete, it was thought that only three replacement DSs would have to be recruited in the summer of 1979 to bring the field staff up to full complement for Year 11. However, two more DSs, Joanne Fraser and Anne Stanley, resigned in July just before Year 11 operations began.

After two unsuccessful recruiting trips to New York City to find a replacement for Mr. Monaco, Jo Armstrong was interviewed at RTI and moved from Buena Vista, Virginia to New York City to fill that vacancy.

Ms. Fraser was replaced by the hiring of Michael Hartsfield, who resided in Spokane, Washington. Ms. Fraser had worked her Year 10 assignment while based in San Francisco, California; however, it was felt that Spokane was a more optimum location for a DS working the Northwest in Year 11 than San Francisco. Mr. Hartsfield resigned as a District Supervisor at the end of his first week on the job. He was quickly replaced by Holbrook Williams,

who was specially trained at RTI and then moved from Maine to Spokane.

Ms. Golling's and Mr. Schaefer's positions in Pittsburgh and St. Louis were filled in July, 1979 by the hiring of Sheri Sivitz (Pittsburgh) and Patricia Henderson (St. Louis). After expending a considerable amount of effort to fill the vacancy in Detroit created by Ms. Stanley's resignation, Judy Lawrence was interviewed late in July and offered the job. She accepted in time to attend the Year 11 DS training session at RTI.

There were two DSs who resigned in December, 1979 after Year 11 Age Class 2 assessment was completed -- Ms. Sivitz and David Libon, a DS working the Northeast from a base in the Boston area. A third DS position was vacated in December, 1979 when Paul Haagen, who was stationed in San Antonio, transferred to RTI's Survey Operations Center as a Field Supervisor.

Marguerite Stone, a veteran Exercise Administrator in the Houston area, agreed to complete Mr. Haagen's Year 11 assignment in Texas and Oklahoma. She received classroom instruction from Mr. Haagen the last week in December, 1979 and her Regional Supervisor completed her training by being in the field with her during the first week of Age Class 1 assessment in January, 1980.

Replacements for Ms. Sivitz and Mr. Libon were recruited for the Pittsburgh and Boston districts in mid-December. Nora Etkin replaced Mr. Libon and Kathy McCauley took over the Pittsburgh assignment vacated by Ms. Sivitz. Ms. Etkin and Ms. McCauley were trained initially by central staff members at RTI during the last week in December, 1979 and also further trained in the field in January during the first week of Age Class 1 assessment in their districts.

At the end of Age Class 3 assessment in May, 1980, nine of the Year 11 DSs were retained to work through July 31, 1980 on Year 11 Supplementary

Frame assessment. They were:

Jo Armstrong	Daniel Gindhart
Andrew Barrett	Timothy Overhuls
Ann Christensen	Kenneth Schoenfelder
Alfreda Ellis	Holbrook Williams
Patricia Henderson	

Mr. Schoenfelder resigned in early July to accept other employment. The other eight DSs retained to participate in Supplementary Frame assessment worked through the end of July, as scheduled.

IV. YEAR 11 SUPPLEMENTARY FRAME FIELD ACTIVITIES

A. Introduction

This chapter summarizes the conduct of the Year 11 Supplementary Frame assessment data collection activities. A complete report, which will include details on related sampling activities, will be prepared by the RTI Sampling Research and Design Center.

The last Supplementary Frame assessment was conducted in Year 07 during the 1975-76 school year. When Year 11 in-school operations began in August, 1979, no final decision had been reached as to whether or not a Supplementary Frame assessment would be conducted during the summer of 1980. The decision to proceed with the assessment was received from NAEP during the week of February 11, 1980, the decision having been delayed pending the completion of negotiations to secure program funding.

As in other Supplementary Frame assessments, this special assessment of 17-year-olds involved the selection of a probability sample of individuals who met the in-school assessment age-eligibility criteria and were potentially eligible for assessment, but who had no chance of being selected for participation in regular Age Class 3 assessment due to their having dropped out or graduated from high school prior to March 1, 1980. During the summer of 1980, an attempt was made to locate, screen and assess each sample individual determined to be eligible. Due to the anticipated length of time and concentration most respondents would require to complete the reading subject area packages, NAEP and RTI staff decided that respondents would be administered a maximum of three packages. Each

respondent was paid $5.00 cash for one completed package, $10.00 for two completed packages and $20.00 for three completed packages.

Donald G. Smith, RTI National Field Director for NAEP, served as Project Leader for the Year 11 Supplementary Frame assessment. D. Kirk Pate, RTI Regional Supervisor for NAEP, assisted Mr. Smith. Both were responsible for the planning, organization and implementation of the data collection activities. The District Supervisors were responsible for presenting the rationale for this special assessment to school officials and for collecting the lists of dropouts and early graduates from a subsample of the Year 11 Age Class 3 sample schools. RTI's Sampling Research and Design Center selected the sample of potential eligibles from the collected lists. The fieldwork was conducted by specially trained interviewers comprised of nine Year 11 off-site District Supervisors and eighteen individuals who were retained on a temporary hourly basis. Most of the latter group of eighteen individuals had served as interviewers on other RTI projects. One RTI central staff member was also trained to serve as a back-up interviewer.

List compilation and acquisition began on February 18 and was completed by May 16. All Year 11 Supplementary Frame forms, manuals and Individual Screening Questionnaires (ISQs) were developed and printed and all other field materials (including stimulus tapes) were ordered and delivered to RTI by late May. The fieldwork began on June 2 and concluded on July 31, according to schedule.

The subsections which follow are summaries on six major aspects of the project--list acquisition, the sample, field staff recruiting, training, the field work and verification of field results.

B. List Acquisition

Detailed Phase I (list acquisition) instructions and procedures were sent to the DSs on December 26, 1979 in Project Memorandum No. 13. In Year 11, dropouts were eligible for listing in Supplementary Frame sample schools if they were born during the period 10/1/62 through 9/30/63 and left school during any one of the three academic years 1977-78, 1978-79 or 1979-80. Sample schools with a twelfth grade were requested to list all students who graduated during the period January 1, 1978 to the date of the first day of Age Class 3 assessment in the PSU and who were also born during the interval specified above.[1/]

In most instances, permission to conduct Supplementary Frame assessment was obtained from the appropriate Age Class 3 school officials when the DSs conducted their introductory meetings for their PSUs between August 27 and October 5, 1979. At those meetings the DSs provided the rationale for and the role of the schools in Supplementary Frame assessment. The DSs further explained that a final decision as to whether the Supplementary Frame project would be conducted was contingent upon the results of negotiations in progress to secure the necessary funding for the assessment. During Age Class 1 assessment in their PSUs, DSs visited each Supplementary Frame sample school, provided them with detailed, printed instructions on the proper completion of the dropout and graduate listing forms and provided each school with a supply of forms. Specific instructions were given schools to delay compilation of the lists until the DSs notified the schools that a final go-ahead decision had been reached, a decision expected by February 15, 1980.

1/ In those schools graduating more than 250 students each year, eligible graduates were listed only if their surnames began with letters within alphabet sectors applied to a particular school.

The go-ahead decision was received at RTI during the week of February 11; the DSs were promptly notified of the decision and they, in turn, notified the appropriate school officials to proceed with compilation of the lists. During the period February 18 through May 16, the lists were compiled, collected by DSs and forwarded to RTI.

Table 30 presents a final summary of Year 11 Supplementary Frame list acquisition results, together with comparative data for years 04-07. In Year 11 the percentage of sample schools refusing to provide dropout lists declined to 1.0%, as compared to 5.7% refusing in Year 07. Likewise, the percentage of Year 11 sample schools refusing to provide graduate lists declined as compared to the Year 07 experience (1% in Year 11; 6.8% in Year 07). Reversing a four-year trend of declining percentages of schools providing dropout lists, the Year 11 figures show an all-time high of 83.3% of sample schools providing the lists. Moreover, an all-time high of 27.3% of sample schools provided graduate lists.

C. The Sample

In Year 11 there were 82 PSUs where sample selection of potential eligibles from graduate and/or dropout lists was possible. All sample schools in one PSU reported having no prior students meeting the study's birthdate and enrollment criteria. The sample of potential eligibles represented 160 of 162 replicates. A total sample of 1,096 potential eligibles was selected, consisting of 965 dropouts and 131 graduates. Approximately seven cases were allocated to each one-replicate PSU, fourteen to fifteen cases to each two-replicate PSU and twenty-one or twenty-two cases to each three-replicate PSU. Of the 1,096 potential eligibles, it was expected that at least 55% (603) would complete one or more packages.

Table 30

LIST ACQUISITION FINAL RESULTS FOR YEAR 11 DROPOUT AND EARLY GRADUATE SAMPLE SCHOOLS, WITH COMPARATIVE DATA FOR YEARS 04, 05, 06 AND 07

	Year 11		Year 07		Year 06		Year 05		Year 04	
	No.	%	No.	%	No.	%	No.	%	No.	%
Age Class 3 Dropout Sample Schools[1/]	209	100.0	230	100.0	429	100.0	547	100.0	420	100.0
Refused or Records Not Available	2	1.0	13	5.7	42	9.8	44	8.0	46	11.0
Responding Schools	207	99.0	217.	94.3	387	90.2	503	92.0	374	89.0
Responded "No Potential Eligibles" or "No Age-Eligible Dropouts"[2/]	33	15.8	65	28.2	91	21.2	109	19.9	50	11.9
Provided Dropout Lists	174	83.3	152	66.1	296	69.0	394	72.1	324	77.1
Early Graduate Sample Schools	205	100.0	205	100.0	395	100.0	511	100.0	378	100.0
Refused or Records Not Available	2	1.0	14	6.8	44	11.1	43	8.4	71	18.8
Responding Schools	203	99.0	191	93.2	351	88.9	468	91.6	307	81.2
Responded "No Early Graduates" or "No Age-Eligible Graduates within Alphabet Sectors"[2/]	147	71.7	150	73.2	265	67.1	363	71.0	10	2.6
Provided Graduate Lists	56	27.3	41	20.0	86	21.8	105	20.5	297	78.6

[1/] Does not include regular assessment refusals or schools dropped from the sample due to grade changes, closure, nature of enrollment, etc.

[2/] In Years 05, 06, 07 and 11.

D. Field Staff Recruiting

Generally, three factors were taken into consideration in determining the overall size of the Year 11 Supplementary Frame field staff; (1) the number of DSs available, (2) the expectation that each interviewer would resolve eight to ten cases per week, and (3) the convenience with which a geographically clustered case assignment could be arranged for each interviewer. Nine District Supervisors and eighteen temporary hourly personnel were retained as interviewers. Most of the latter group were individuals who had served as RTI interviewers previously and were rated as above average in carrying out their past assignments.

E. Field Staff Training

Plans and arrangements for the Year 11 Supplementary Frame training sessions were completed by central staff members in April and May 1980. Also during that period, a detailed interviewer manual was prepared by RTI staff for use in training and as an in-field reference for the interviewers. Three training sites (Raleigh, North Carolina; Hollywood, California; and St. Louis, Missouri) were selected that were convenient to the field staff, and a training agenda was prepared and submitted to NAEP for review. A copy of the agenda is provided in Appendix F.

In preparation for the fieldwork, eleven interviewers attended the session held at Raleigh, North Carolina on May 22-23; five interviewers attended the session held at Hollywood, California on May 27-28; eleven interviewers attended the session held May 29-30 at St. Louis, Missouri. The training sessions were conducted by Messrs. Smith and Pate. They were assisted in Raleigh and St. Louis by Mr. Bruce L. Jones, a member of the RTI Sampling Research and Design Center. An ECS/NAEP staff member also monitored each of the Raleigh and Hollywood sessions.

F. Interviewer Assignments

The Year 11 Supplementary Frame assignments were constructed so that the nine DSs would carry most of cases requiring overnight travel and that the other 18 interviewers generally would be given work within daily commuting distances of their homes. An Individual Screening Questionnarie (ISQ) was initiated for each of the 1,096 sample individuals and all interviewer assignments were prepared and sent to the field staff by June 2, 1980. The initial assignments given the DSs averaged 67.4 cases, and the other 18 interviewers initially were given assignments averaging 25.7 cases. Some cases had to be reassigned to another interviewer or an RTI central staff member in instances where it was determined that a sample individual had moved to a place that was outside the initial assignment area and the case could be followed up more efficiently by another member of the staff.

G. Summary of Field Results

Year 11 Supplementary Frame data collection activities began on June 2, 1980 and were completed, as scheduled, on July 31, 1980.

Table 31 presents a preliminary summary of the results of Year 11 Supplementary Frame fieldwork, together with comparative percentage results for Years 02 through 07. The Year 11 statistics shown in Table 31 may be subject to slight revisions when summary data tapes from RTI and DataScore are reconciled.

The comparative results indicate that the performance of the Year 11 Supplementary Frame field staff was better than that of the Year 07 staff in determining the eligibility status of sample individuals and was equal to that of the Year 07 interviewers in assessing those found to be eligible. In Year 07, the eligibility status of 12.7 percent of

Table 31

COMPARATIVE SUPPLEMENTARY FRAME FIELD RESULTS
(Years 02-07, 11)

	Year 11									
	No. of dropouts	No. of early graduates	Total No.	Total Percent	Year 07 Percent	Year 06 Percent	Year 05 Percent	Year 04 Percent	Year 03 Percent	Year 02 Percent
Total Sample Individuals	965	131	1,096	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Individual's with undetermined eligibility status	88	4	92	8.4	12.7	12.2	13.3	14.3	23.4	26.8
Refused to provide screening information or uncooperative on all callbacks	6	1	7	0.6	1.7	0.6	1.1	1.3	1.7	2.5
Could not locate or contact	82	3	85	7.8	11.0	11.3	12.2	13.0	21.7	24.2
Other	-	-	-	-	-	0.3	-	-	-	-
Individuals determined not eligible	237	15	252	23.0	18.7	20.3	27.0	31.6	25.5	23.5
Ineligible birthdate or enrolled at assessment date	216	11	227	20.7	16.5	17.1	24.4	28.8	24.1	23.5
Not U.S. resident, mentally or physically incapable, non-English speaking, or nonreader	21	4	25	2.3	2.3	2.6	2.4	2.4	1.1	-
Other	-	-	-	-	-	0.5	0.2	0.4	0.3	-
Individuals determined eligible	640	112	752	68.6	68.6	67.5	59.7	54.0	51.1	49.7

Table 31
(Continued)

COMPARATIVE SUPPLEMENTARY FRAME FIELD RESULTS

	Year 11									
	No. of dropouts	No. of early graduates	Total		Year 07 Percent	Year 06 Percent	Year 05 Percent	Year 04 Percent	Year 03 Percent	Year 02 Percent
			No.	Percent						
Refused to participate or uncooperative on all callbacks	45	15	60	5.5	5.0	8.1	4.9	5.2	9.4	9.3
Could not contact or locate	39	2	41	3.7	4.1	3.5	2.9	4.4	5.2	4.4
Other	-	-	-	-	-	0.5	-	-	-	-
Package respondents	556	95	651	59.4	59.5	55.5	51.9	44.4	36.5	36.1

the sample could not be determined and 86.7 percent of those found to be eligible were assessed. The Year 11 preliminary statistics show that the eligibility status of only 8.4 percent of the sample was not determined and 86.6 percent of those determined eligible became package respondents.

H. Verification of Field Results

"Double mailer" postal cards and telephone calls were utilized by the Year 11 supervisory staff to verify that field procedures were properly carried out by the Supplementary Frame interviewers. On the average, verification telephone calls were made to two package respondents per interviewer. One of the four versions of the verification postal cards was mailed to virtually all of the remaining cases completed by each interviewer.[1/] Cards returned containing information inconsistent with that on the corresponding ISQ were followed up by telephone and/or additional correspondence, and corrective action was taken where necessary. No major problems were detected in the course of the verification work and all detected inconsistencies were resolved. Examples of the four types of cards are shown in Appendix G.

Table 32 provides a summary of the results of the Year 11 postal card and telephone verifications. A total of 949 verifications were attempted with postal cards, with 388 responses received at RTI. An additional 45 telephone verifications were made. All told, verifications were attempted on 994, or 90.7%, of the Year 11 sample of 1,096 potential eligibles and were completed on 39.5 percent (433) of the total sample.

1/ One version was sent to package respondents, one to those individuals determined to be ineligible, one to those individuals classified as "could not locate", and one to refusals.

Table 32

YEAR 11 SUPPLEMENTARY FRAME POSTAL CARD AND TELEPHONE VERIFICATIONS

	By Postal Card			By Telephone
Sent To	No. Sent	No. Responding	% Responding	No. Made
Package Respondents	602	273	45.3	45
Ineligible Individuals	217	81	37.3	0
"Could-Not-Locates"	85	21	24.7	0
Refusals	45	13	28.8	0
TOTAL	949	388	40.9	45

V. NATIONAL ASSESSMENT MEETINGS AND FIELD TRIPS

A. Meetings

Table 33 presents a summary of all major NAEP meetings attended during the year ending May 31, 1980 by RTI in-school administration personnel. Of the five meetings listed, four were NAEP Management Meetings. Minutes of each of these meetings were kept and copies have been sent to the ECS/NAEP staff involved.

B. Field Trips

Also, in the twelve months ending May 31, 1980, RTI field supervisory staff assigned to the in-school administration program took a total of 105 field trips on Year 11 project business (see Table 34). A total of 137 trips were taken by the RTI on-site personnel during the same months in 1978-1979. The decrease in staff travel from Year 10 to Year 11 was due primarily to fewer trips being required in Year 11 for central staff to participate in introductory meetings, to assist or substitute for DSs in the conduct of assessment, and to hold special meetings with large-city and/or refusing districts.

Table 33

NATIONAL ASSESSMENT MEETINGS ATTENDED BY RTI IN-SCHOOL STAFF
(June 1, 1979 - May 31, 1980)

1.	September 18-19, 1979	RTI	NAEP Management Meeting
2.	December 4-5, 1979	RTI	NAEP Management Meeting
3.	January 15-16, 1980	RTI	NAEP Management Meeting
4.	March 4-5, 1980	RTI	NAEP Management Meeting
5.	April 1-3, 1980	DataScore	Supplementary Frame Conference

Table 34

FIELD TRIPS TAKEN IN YEAR 11 BY RTI IN-SCHOOL FIELD SUPERVISORY STAFF

(June 1, 1979 - May 31, 1980)

		Number Of Trips Taken	Percent Of Total
1.	Conduct quality check	39 [1/]	37.2
2.	Routine field visits with DSs	17	16.2
3.	Conduct, observe, or assist with introductory meetings	11	10.5
4.	Assist DS with assessment or conduct assessment alone	11	10.5
5.	Special visits with large city and/or refusing school districts	10 [2/]	9.5
6.	Train/assist/observe new DSs in their first week of assessment	9	8.6
7.	Recruit replacements DSs	4	3.8
8.	Supplementary Frame training sessions	2	1.9
9.	Supplementary Frame planning conference	1	.09
10.	Review completed packages and check-in procedures at DataScore	1	.09
	TOTALS	105	100.0

1/ DS field visits also were made on two of these trips.

2/ Recruiting also was done on two of these trips.

VI. INVENTORY OF NAEP MATERIALS AND EQUIPMENT

By mid-August all nonexpendable materials and equipment used by in-school District Supervisors and by Supplementary Frame field interviewers had been returned to RTI. By the end of August, 1980, a comprehensive inventory was taken of all NAEP materials and equipment stored at RTI's on-campus warehouse. This comprehensive inventory was taken after NAEP and RTI staff identified for removal from inventory certain stimulus materials which are not to be used in future assessments.

Appendix H contains the inventory stored at RTI on August 29, 1980. The inventory includes stimulus materials used in previous assessment years and equipment and unused materials from Year 11 and previous assessment years.

VII. EXPENDITURES OF FUNDS AND EFFORT

A. Funds

Table 35 presents a by-project summary of estimated Year 11 booked costs through May 31, 1980 taken from RTI cost reports for RTI Project Numbers 253U-1769 and 253U-1973 covering Year 11 in-school administration in the period from June 1, 1979 through May 31, 1980. Project 253U-1769 covered calendar year 1979 operations; and project 253U-1973 was established to cover administration activities in calendar year 1980. Only those costs booked on 253U-1769 between June 1, 1979 and December 31, 1979 and on 253U-1973 during the first five months of 1980 were considered Year 11 costs.

Total Year 11 booked costs were estimated to total $978,385. Of that amount 52.7% ($515,081) was associated with off-site expenditures for DS salaries and travel and EA services and other costs. In Year 10, total costs were estimated to be $944,086, of which 51.8% was spent on off-site activities.

B. Effort

During Year 11, a total 34,82 .5 person-hours of effort was devoted to the planning and conduct of in-school assessment (see Table 36); in Year 10, 36,038 person-hours were expended to complete in-school administration assignments. The decrease in effort from Year 10 to Year 11 was due primarily to less on-site professional labor being required in Year 11 to supervise the field operations.

Table 35

EXPENDITURES OF NAEP FUNDS ON YEAR 11
IN-SCHOOL ADMINISTRATION

	RTI Project 253U-1769	RTI Project 253U-1973	Total For Year 11
On-Site Costs	$279,241	$184,063	$463,304
Off-Site Costs	253,341	261,740	515,081
Total	$532,582	$445,803	$978,385

Table 36

PERSON-HOURS CHARGED TO IN-SCHOOL ADMINISTRATION
(Years 08 - 11)

	6/1/76-5/31/77	6/1/77-5/31/78	6/1/78-5/31/79	6/1/79-5/31/80
On-Site:				
Professional	10,294.75	9,129.25	9,530.00	8,897.75
Support	5,623.25	5,602.25	5,755.45	5,366.75
Off-Site:				
District Supervisors	16,860.00	18,579.25	20,753.00	20,556.00
Total	32,778.00	33,310.75	36,038.45	34,820.50

APPENDIX A

NAEP

DISTRICT SUPERVISOR TRAINING SESSION

YEAR 11

JULY 30, 1979 - AUGUST 2, 1979

NATIONAL ASSESSMENT

OF

EDUCATIONAL PROGRESS

AGENDA

A-1

1

RTI

79

Monday, July 30, 1979
RTI Hill Building, Room 101

8:30 a.m.	Welcome and Introductions RTI Tour	W. Grogan D. Scott
10:45 a.m.	Break	
11:00 a.m.	Year 11 Assessment Schedule	D. Smith
11:30 a.m.	Lunch	
1:00 p.m.	Telephone Calls to School Officials	D. Smith
2:15 p.m.	Simulated Telephone Calls	D. Smith
3:00 p.m.	Break	
3:15 p.m.	Completion of RTI Personnel Forms	McDonald Williams

A-12

Tuesday, July 31, 1979
RTI Hill Building, Room 101

8:30 a.m.	*Student Sample Selection Procedures*	*K. Pate*
10:30 a.m.	*Break*	
10:45 a.m.	*Introductory Meetings with School Officials*	*A. Duffer*
Noon	*Lunch*	
1:00 p.m.	*Supplementary Frame Assessment*	*D. Smith*
1:30 p.m.	*Simulated Introductory Meeting*	*A. Duffer*
2:30 p.m.	*Break*	
2:45 p.m.	*Package Administration Procedures*	*R. Russ*
4:00 p.m.	*Primary Sampling Unit Planning and Scheduling*	*R. Russ*

A-13

Wednesday, August 1, 1979
RTI Hill Building Board Room (Sixth Floor)

Veteran District Supervisors

9:00 a.m.	Welcome RTI Tour	W. Grogan D. Scott
11:30 a.m.	Lunch	
1:00 p.m.	Introduction and Welcome (all DSs)	W. Grogan J. Chromy
1:30 p.m.	Year 10 Results	D. Smith
2:00 p.m.	Year 11 Procedural Changes and Areas for Emphasis	K. Pate D. Smith
2:45 p.m.	Break	
3:00 p.m.	Student Sample Selection Procedures	K. Pate
4:15 p.m.	Regional Supervisor Meetings (Distribution of Assignments)	A. Duffer K. Pate

A-4

Wednesday, August 1, 1979

New District Supervisors

8:30 a.m.	*Example Group Package Administration*	*K. Pate* *R. Russ*
11:30 a.m.	*Lunch*	
1:00 p.m.	*Introduction and Welcome (All DSs) (RTI Hill Building Board Room-Sixth Floor)*	*W. Grogan* *J. Chromy*

RTI Hill Building, Room 101

1:30 p.m.	*Hiring, Training, and Supervising EAs*	*A. Duffer*
2:00 p.m.	*Completion of Administrative Forms*	*R. Russ*
2:45 p.m.	*Break*	
3:00 p.m.	*Measurement Research Center: Printing and Scoring*	*S. Worthen*
3:30 p.m.	*Tests and Measurements*	*C. Stevenson*
4:00 p.m.	*Summary of DS Responsibilities*	*A. Duffer*
4:15 p.m.	*Regional Supervisor Meetings (Distribution of Assignments)*	*A. Duffer* *K. Pate*

A-5

Thursday, August 2, 1979
RTI Hill Building Board Room (Sixth Floor)

8:30 a.m.	*NAEP Presentation*	*G. Frazier*
9:00 a.m.	*National Institute of Education*	*M. Milrod*
9:30 a.m.	*NAEP Field Services*	*G. Frazier*
10:00 a.m.	*Break*	
10:15 a.m.	*Reading and Literature Assessment*	*N. Mead*
10:30 a.m.	*Supplementary Principal's Questionnaire*	*K. Pate*
10:45 a.m.	*Regional Supervisor's Meetings*	*A. Duffer* *K. Pate*

A-6

APPENDIX B

APPENDIX B PAGES B-1 - B-3

OMMITTED DUE TO CONFIDENTIALITY

APPENDIX C

APPENDIX C PAGES C-1 - C-5

OMMITTED DUE TO CONFIDENTIALITY

APPENDIX D

APPENDIX D PAGES D-1 - D-4

OMMITTED DUE TO CONFIDENTIALITY

APPENDIX E

APPENDIX E PAGES E-10, E-11, E-17, E-18

OMITTED DUE TO CONFIDENTIALITY

NATIONAL ASSESSMENT

Receiving Specifications

TERMS

PSU = Primary Sampling Unit = A PSU is a 2 digit number which identifies the geographical location of the sample.

DS = District Supervisor = The country is divided into 13 parts. A district supervisor is assigned to each part.

EA = Exercise Administrator = EA's are hired by a DS to administer the test.

RTI = Research Triangle Institute = Located in Research Triangle Park, North Carolina (center of a triangle formed by the cities of Raleigh, Durham, and Chapel Hill). RTI is the NAEP subcontractor responsible for sampling and administration.

RECEIVING PROCEDURES

1) Hardshells for approximately 10 PSU's will be received by bus each week. These may be complete or partial PSU shipments.

2) When stock control delivers the hardshells they will notify the person in charge of NAEP Receiving.

3) The person in charge of NAEP Receiving will enter the date and number of hardshells received on the Receiving Checklist. (See Attachment 1.) This checklist must be kept current.

4) DS's should have written the PSU number on the top of the hardshell. Enter this number on the checklist. If the PSU number is not written on the return card, open the hardshell to find the number and enter it on the card.

5) The hardshells received should be stacked by PSU and set aside for opening.

RTI INCOMING FORMS

Group Administration Schedule Forms (yellow tear-offs)=
Identifies grade, sex, birthdate, and race for each ID/package/school PSU. This is a yellow strip of paper or tear-off.

Hardshell Cover Sheet =
Inventory of the quantities of each package sent for a given hardshell. (See Attachment 2.)

Package Assignment Summary =
Lists the schools included in each PSU. A range of packages are also listed for each school. (See Attachment 3.)

School Worksheet =
Inventories the packages and their quantities tested in the school. Administration problems are written in the section at the bottom of the page. (See Attachment 4.)

DATASCORE OPENING FORMS

Problem Tally Sheet =
Describes certain errors committed by a DS in returning the hardshell. (See Attachement 5.)

School Header =
Identification Header for DataScore processing. (See Attachment 6.)

School Worksheet Tally =
Inventories the number of each package for each school. (See Attachment 10.)

Condition Code Log =
Identifies and describes problems in administration. (See Attachment 11.)

OPENING PROCEDURES

1) Choose a PSU. Be sure to pull all the hardshells which are present for that PSU. Choose those PSU's in order of receipt.

2) Pull the Package Assignment Summary for the PSU. (See Attachment 3.)

3) Start Condition Code Logs - one condition code log will be used for each package number. (See Attachment 11.)

4) Start a Problem Tally Sheet.

5) Open the first hardshell of the PSU. Refer to the chart for the contents and order of an unopened PSU (see Attachment 7). Each hardshell should contain a hardshell cover sheet. Take out the hardshell cover sheet and set it aside. If a cover sheet was not enclosed, enter an error on the Problem Tally Sheet. Fill out a cover sheet for the hardshell.

6) The next document in the hardshell should be a school worksheet. Read Section F to alert you to administration problems which you will encounter later in the hardshell. Check to make sure there is a "Final Group Size" listed on the worksheet.

   A) A Principals' Questionnaire should be enclosed for each school. If the appropriate PQ is not enclosed, the DS should have written a note

explaining when it will be transmitted. (If no note is present, mark and error on the Problem Tally.)

B) Make sure the PSU/School number is entered and gridded.

C) File the PQ(s) in PSU/School order.

D) If the PQ(s) will be coming later, insert a sheet of gold paper with the PSU/School number written on it. When the PQ comes in take out the gold sheet.

7) The Group Administration Schedules (GAS's) should follow the worksheet. In some cases the GAS's will be tucked inside the first package of each package set. Set them aside.

8) The package sets for that school should follow the GAS's. Each set of packages should already be turned in the hardshell.

9) Take out the first set of packages. The PSU and school numbers are written on the front of each package - Section #8. The first two entries are the PSU. The last three entries are the school number. Be sure that you have the PSU and school to match the school worksheet you are working with. Make sure all the packages in one set are the same package number.

10) Count the packages in each package set and check off that distinct package number on the School Worksheet with a red pen. If the counts do not match, check the GAS for that package set. If the GAS agrees with your count, change the School Worksheet in red and enter an error on the Tally Sheet. If the GAS does not agree with your count, see the Receiving Coordinator.

11) Check the information from the GAS to the front of each package-Section 3-6.

A) Find the GAS for that package number.

B) Check to make sure the same PSU and school number is written on the GAS, school worksheet and EACH package.

C) Find the ID number on the GAS that corresponds with the ID on the package.

D) Check the data entered in Sections 3-6 on the cover of the package.

1) Column 3 = Grade
   98 = Ungraded Class
   99 = Special Education

2) Column 4 = Sex
   1 = Male
   2 = Female

3) Column 5 = Birthdate
   13 year olds = 01-12, 1966.
   Make sure the year is in range. If not, the student is not eligible. (See Section 12d.)

4) Column 6 = Race
   1 = White
   2 = Black
   3 = Spanish Heritage
   4 = American Indian or Alaskan Native
   5 = Asian or Pacific Islander
   6 = Other

E) If you find a discrepancy between the yellow GAS tear-offs and the cover entries, change the entry on the package. Enter an error on the Problem Tally.

12) Check to see that one oval is gridded in the Package Wide Condition Code (PCO). The PCO is located in the lower left corner of the cover page. The ovals are marked N (normal), P (partial), NR (no response), and NE (not eligible).

A) When the PCO is an N, this means that the administration was normal.

B) If the PCO is a P, there should be a note from the DS either on the package or worksheet explaining why the administration was partial and which items were not completed. If this note is only on the worksheet, transfer it to the front of the package and enter an error on the Problem Tally Sheet.

1) Enter the ID and note the condition code log for that package.

2) If there is no note, consult the Receiving Coordinator to resolve the problem. If you must change the P to N, enter an error on the Tally Sheet.

C) If the PCO is an NR:

1) All items must be no response.

2) If any item has been responded to, check the eligibility of the student and change the NR to N or NE (see D below) and enter an error on the Tally Sheet.

D) If the PCO is an NE:

1) The DS should have written the problem on the front of the package.

2) When no note is written, look for the problem.
   a. Look at the birthdate on the GAS to see if it is out of range (OOR).
   b. Consult the Receiving Coordinator for assistance in resolving the problem.

c) If no note is written on the package or worksheet, mark an error on the Tally Sheet.
d) Write a note on the front of the package (if no note is written) explaining why the package has been deleted.

3) Pull the package out of the assessment.

4) Make sure the PSU and school numbers written on the front of the package are correct.

5) Correct the package count on the school worksheet, unless the DS has already done so. The Hardshell Cover Sheet count should INCLUDE the deleted package.

6) On the school worksheet, make a note of the ID number, package number and the reason for deleting the package.

13) Background questions are on the tailsheet of each package. (See Attachment 8.)

A) A school may refuse to have the students answer these questions.

1) The DS must write a memo or make a note on the school worksheet.

2) If there is no note, check the list of school refusals which was sent by RTI.

3) Notify the Receiving Coordinator of any refusals which are not on RTI's list.

B) If any or all of questions 1-9 (on the back page) are blank, code the IDK oval. If any or all of 5-9 are blank, enter an error on the Problem Tally sheet.

C) Question 9 asks in which states the student lived on his/her 9th birthday.

1) If "In the U.S.", check the following.
a) See that the oval is gridded in the proper part. A state should be written in the proper blank.
b) Grid the state code in the column at the right. (See Attachment 8 and 9.)
c) If a territory is written, check the list of U.S. territories in Attachment 9.
1) If the territory is listed, grid "OT" in the column at the right.
2) If the territory is not listed as a recognized territory, check with the Receiving Coordinator.
d) If a city is written on the line:
1) See if that city has been listed in conjunction with a state name on other packages in that school. If so, code that

state. If not, look in an atlas to see if a city by that name exists in the state in which the school is located (found on Package Assignment Summary).
2) Enter an error on the Tally Sheet.

e) If the line is blank:
1) Grid the oval labeled BL (3rd from the bottom).
2) Enter an error on the Tally Sheet.

2) If "Outside the U.S.", check the following.
a) See that the oval is gridded in the proper part.
b) A country should be written on the line. If so, code "OC" in the column on the right.
c) If the line is blank, code BL (at the bottom of the page) and enter an error on the Tally Sheet.

3) If IDK is gridded, do not code anything in the column on the right.

14) When you have finished a set of packages, complete a school header. There will be header for each package set. Enter the following information. (See Attachment 6.)

A) 2-digit PSU.

B) 3-digit school.

C) NCNT -- total number of packages (3 digits).

D) Number of packages -- enter only counts for that particular package set.

15) The packages are now ready for a preliminary handscoring phase. At this time, enter and grid all embedded ID's, handscore the clerical scoring items, condition code any affected items and check to make sure the inserts have been removed from the packages. A list of inserts and their locations follows.

Age Class II Inserts

Insert #	Insert Description	Package	Item #	Page #
1	Dictionary Page plot/plunge (1 P.)	4	7	14-15
2	Table of Contents (4 pp.)	11	7	16-17
3	Bridges (4 pp.)	12	5	8-9
4	Index - Conquistadores/ Education (1 p.)	12	8	24-25
5	Dictionary Page H/haet (1 p.)	13	5	14-15

16) Place the package set in a cardboard box. Each package number is boxed separately. For example, there will be a box of package 1's, a box of package 2's, etc. One box will contain several PSU's. The PSU/School must be kept together under the school header. Turn each school in the box.

17) Repeat steps 1 to 16 for all package sets in the school.

18) At the completion of a school, be sure you have accounted for all the packages listed on the school worksheet.

19) Using the school worksheet, check off the school on the Package Assignment Summary. Also make sure that the packages assigned to that school have been tested. Notify the Receiving Coordinator if there are any discrepancies. If there were no packages to be administered in a school, write "NN" by the school number.

20) Again using the school worksheet, check off the number of packages returned against the quantitites listed on the hardshell cover sheet. Make your corrections in red and enter an error on the Problem Tally.

21) If there are any problems which can't be solved without calling RTI, fill out a Receiving Problem Sheet. Turn this in to the Receiving Coordinator with the other forms when you have completed the PSU.

22) Repeat steps 1 to 21 for each school in the PSU.

23) If the PSU is complete, check "complete" on the Problem Tally. If the PSU is not complete, check "partial" on the Problem Tally.

24) Xerox 2 copies of the Problem Tally Sheet. Xerox 1 copy of the School Worksheet if any changes have been made. Xerox 1 copy of the Hardshell Cover Sheet if any chagnes have been made.

25) At the completion of a PSU, paperclip the following together:

A) Package Assignment Summary

B) Hardshell Cover Sheets

C) School Worksheets

D) Problem Tally Sheet

E) Deleted Packages

F) Xeroxes

Turn the finished forms in to the Receiving Coordinator.

26) Separate the GAS's by package. File them by PSU/School.

27) The keypunch form, "National Assessment School Worksheets," will be filled out by the Receiving Coordinator. (See Attachment 10)

gmc
Attachments

E-8

RECEIVING CHECKLIST

Age _____

PSU	Date / # of pieces	RTI notif.	Date / # of pieces	RTI notif.	Date / # of pieces	RTI notif.	Completed Shipment

Hardshell Cover Sheet
Year 11 Age Class 2

DS _____

PSU _____

School No.	Packages 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
TOTALS															

E16

Directions:

1. Enclose a hardshell cover sheet in each hardshell (box) of the PSU.
2. Enter each school number included in the hardshell.
3. Enter the quantities of the packages assessed in each school.
4. Total the column for each package contained in the hardshell.

191

Disposition: White copy to MRC; yellow copy retained by DS.

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07/30/79

E-12

YEAR 11

RECEIVING PROBLEM TALLY

Age Class 2

Partial ____

Complete ____

District Supervisor _____ P.S.U. _____

	E. A. No.		
1. Worksheet			
a. Package counts incorrect.....			
b. Worksheet not returned.....			
c. Final group size missing.....			
d. Miscellaneous _____			
2. Supplementary Principal's Questionnaire			
a. P.Q. not returned (without explanation).....			
3. Background Questions (tailsheet)			
a. Questions 5-9 gridded when specifically not allowed by school.....			
b. Questions 5-9 not answered and no explanation included.....			
c. Question 9 not answered.....			
d. Question 9 - in U.S. - entry is other than a state.....			
e. Miscellaneous _____			
4. Package Condition Ovals (PCO)			
a. Not gridded or double gridded.....			
b. NR or NE gridded but no explanation on package or on school worksheet.....			
c. P gridded but no explanation-reason and affected exercise(s) noted on front of package.....			
d. N gridded, but administration is partial.....			
e. BD is out of range, but PCO not coded as NE.....			
f. Miscellaneous _____			

5. Group Administration Schedule Forms (Tearoffs)

   a. Not returned.....
   b. Returned but incomplete or not legible.....
      1. Grade.....
      2. Sex.....
      3. Birthdate.....
      4. Race.....
      5. PSU/School Number.....
   c. Entries transferred incorrectly to front of package.....
      1. Grade.....
      2. Sex.....
      3. Birthdate.....
      4. Race.....
      5. PSU/School Number.....
   d. ID written incorrectly on GAS.....
   e. Miscellaneous_____

6. Miscellaneous

   a. Incorrect packages administered.....
   b. Hardshell incorrectly packed.....
      1. Schools are interspersed and not packed as cohesive units.
      2. Within the school unit, package numbers are mixed together. For example, Package 1's and 2's are interspersed.
   c. Cover sheet filled out incorrectly or not returned.....
   d. Other miscellaneous_____

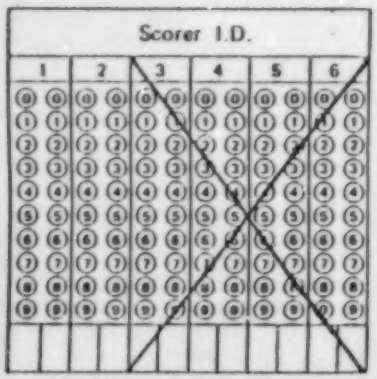
_____

gmc

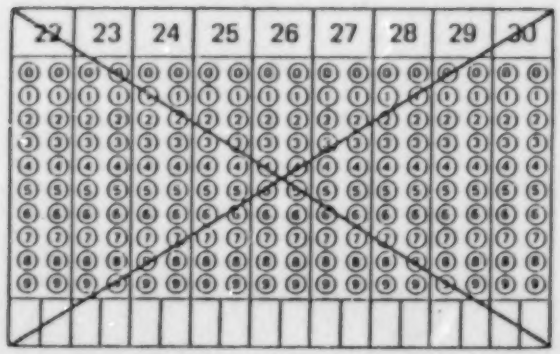
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

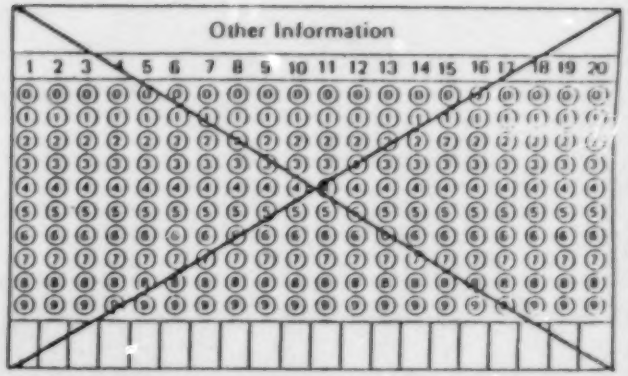
School Header

E-14

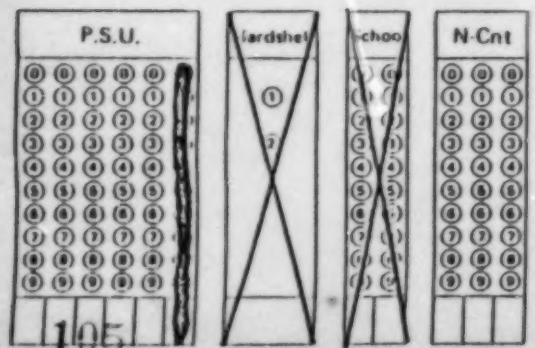


PACKAGES





PACKAGES



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Contents and Order of an Unopened PSU

The number and order may vary slightly from DS to DS.

1. Does your family get a newspaper regularly?

⬭ Yes ⬭ No ⬭ I don't know.

2. Does your family get any magazines regularly?

⬭ Yes ⬭ No ⬭ I don't know.

3. Are there more than 25 books in your home?

⬭ Yes ⬭ No ⬭ I don't know.

4. Is there an encyclopedia in your home?

⬭ Yes ⬭ No ⬭ I don't know.

5. How much school did your father complete?
(FILL IN THE ONE OVAL which best shows how much school your father completed.)

⬭ Did not complete the 8th grade
⬭ Completed the 8th grade, but did not go to high school
⬭ Went to high school, but did not graduate from high school
⬭ Graduated from high school
⬭ Some education after graduation from high school

⬭ I don't know.

6. Did your father graduate from a college or university?

⬭ Yes ⬭ No ⬭ I don't know.

7. How much school did your mother complete?
(FILL IN THE ONE OVAL which best shows how much school your mother completed.)

⬭ Did not complete the 8th grade
⬭ Completed the 8th grade, but did not go to high school
⬭ Went to high school, but did not graduate from high school
⬭ Graduated from high school
⬭ Some education after graduation from high school

⬭ I don't know.

8. Did your mother graduate from a college or university?

⬭ Yes ⬭ No ⬭ I don't know.

9. Where did you live on your ninth birthday?

⬭ In the United States (Please specify the state or territory.)

_____

⬭ Outside the United States (Please specify the country.)

_____

⬭ I don't know.

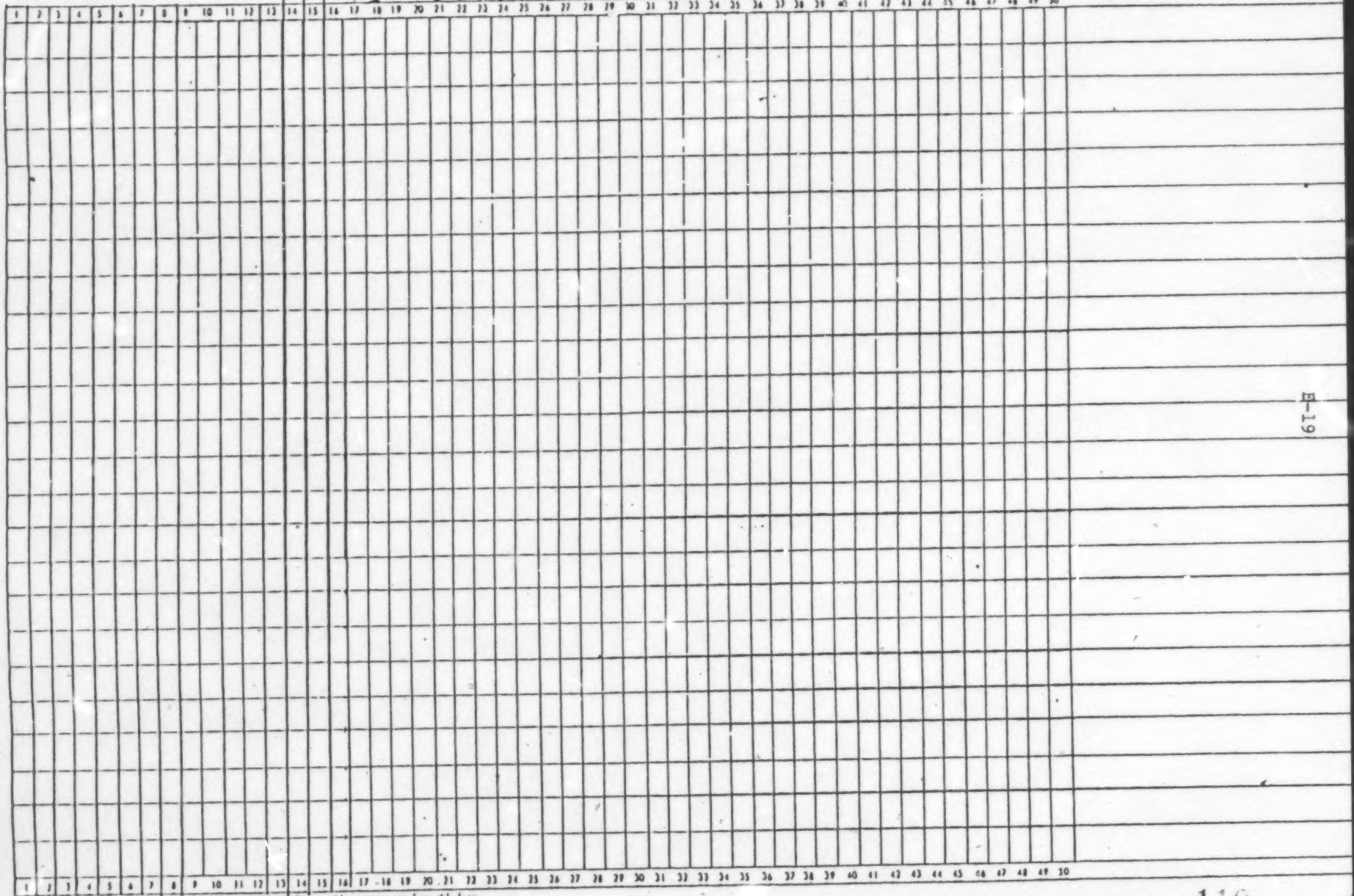
BELOW.

AL ⬭
AK ⬭
AZ ⬭
AR ⬭
CA ⬭
CO ⬭
CT ⬭
DE ⬭
FL ⬭
GA ⬭
HI ⬭
ID ⬭
IL ⬭
IN ⬭
IA ⬭
KS ⬭
KY ⬭
LA ⬭
ME ⬭
MD ⬭
MA ⬭
MI ⬭
MN ⬭
MS ⬭
MO ⬭
MT ⬭
NB ⬭
NV ⬭
NH ⬭
NJ ⬭
NM ⬭
NY ⬭
NC ⬭
ND ⬭
OH ⬭
OK ⬭
OR ⬭
PA ⬭
RI ⬭
SC ⬭
SD ⬭
TN ⬭
TX ⬭
UT ⬭
VT ⬭
VA ⬭
WA ⬭
WV ⬭
WI ⬭
WY ⬭
DC ⬭
OT ⬭
BL ⬭

OC ⬭
BL ⬭

AGE = Col. 4 ID = Col. 9-12 EXERCISES = Cols. 17-50

YR AGE PKG ID



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APPENDIX F

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
Supplementary Frame Assessment
May 1980

TRAINING AGENDA

First Day

9:00 a.m.	Introductions and General Comments
9:30 a.m.	Supplementary Frame Assessment 1. What is it? 2. What are the objectives? 3. Why is it necessary?
9:45 a.m.	Break
10:00 a.m.	Definition of Terms
10:15 a.m.	Supplies and Equipment 1. Individual Screening Questionnaires 2. Package Envelopes 3. Cassette Tape Recorders and Tapes 4. Reporting Forms
11:00 a.m.	Locating the Selected Individuals 1. Why is this vital? 2. Acceptance of Eligibility Information 3. Suggested Procedures 4. Verification of Field Work
Noon	Lunch
1:15 p.m.	Individual Screening Questionnaire 1. Organizing Your Work 2. Identifying Information (Part I) 3. Field Procedures (Part II) 4. Eligibility Information (Part III) 5. Results of Field Procedures (Part IV)
2:15 p.m.	Background Questionnaire and Package Administration Procedures 1. Package Assignment Label 2. Respondent's Compensation 3. Use of the Tape Recorder and Tapes 4. Administering Packages and Supplements
3:30 p.m.	Break
3:45 p.m.	Coding and Gridding Completed Documents
4:15 p.m.	Questions and Answers

Second Day

9:00 a.m.	Administrative Procedures 1. Returning Completed Work 2. Itineraries 3. Production Reports 4. Travel 5. Reporting Time and Expenses
10:15 a.m.	Break
10:30 a.m.	Interviewing Techniques 1. Establishing Rapport 2. Obtaining Cooperation 3. Converting Refusals
11:15 a.m.	Questions and Answers
11:30 a.m.	Meeting with Immediate Supervisor

APPENDIX G

VERIFICATION OF PACKAGE RESPONDENT

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Dear _____

Our records indicate that on _____ you completed booklets of _____ questions administered by _____ in connection with the National Assessment of Educational Progress.

We are bringing our records up to date and would appreciate your assistance. Please detach this card, complete the other card, and mail it as soon as possible. No postage is necessary. Thank you for your help.

Cordially,

Donald G. Smith
Project Leader

This report is authorized by law (20 U.S.C. 1221 e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

O.M.B. No. 051-R1194
Approval Expires 9/30/81

PSU No. ____ Individual No. ____

Our records indicate that you completed ____ booklets. Did you complete that number of booklets? ____Yes ____No

What was the total time required to complete all the booklets?

_____

Was a tape recorder used to administer the booklets?

____Yes ____No

Was the interviewer present the entire time? ____Yes ____No

Were you paid to complete the booklets? ____Yes ____No

What is your birthdate? _____

Were you enrolled in school during March or April, 1980?

____Yes ____No

Signed: _____

NIE Form No. 2388-3

VERIFICATION OF INELIGIBLE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Dear _____

We are bringing our records up to date and would appreciate your assistance. Please detach this card, complete the other card, and mail it as soon as possible. No postage is necessary. Thank you for your help.

Cordially,

Donald G. Smith
Project Leader

This report is authorized by law (20 U.S.C. 1221 c-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

O.M.B. No. 051-R1194
Approval Expires 9/30/81

PSU No. ____ Individual No. ____

You were recently contacted regarding the participation of _____ in the National Assessment of Educational Progress.

1. What is (his/her) birthdate? _____

2. Was (he/she) enrolled in private or public elementary or high school in March or April, 1980?

____Yes ____No

Signed: _____

IF YOU WERE NOT CONTACTED CONCERNING THE INDIVIDUAL NAMED, PLEASE CHECK HERE: ☐

NIE Form No. 2388-4

VERIFICATION OF REFUSAL

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Dear _____

We are bringing our records up to date and would appreciate your assistance. Please detach this card, complete the other card, and mail it as soon as possible. No postage is necessary. Thank you for your help.

Cordially,

Donald G. Smith
Project Leader

This report is authorized by law (20 U.S.C. 1221 c-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

O.M.B. No. 051-R-1204
Approval Expires 9/30/81

Individual No._____

PSU No._____

Our records indicate you were recently contacted by our Field Interviewer _____ regarding your participation in the National Assessment of Educational Progress. Please check the appropriate box below.

☐ I was contacted but did not participate.

☐ I was not contacted.

NIE Form No. 2371-15 Signed:_____

VERIFICATION OF COULD NOT LOCATE

NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

Dear _____

We are bringing our records up to date and would appreciate your assistance. Please detach this card, complete the other card, and mail it as soon as possible. No postage is necessary. Thank you for your help.

Cordially,

Donald G. Smith
Project Leader

This report is authorized by law (20 U.S.C. 1221 e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

O.M.B. No. 051-R1194
Approval Expires 9/30/81

PSU No. ____ Individual No. ____

We have attempted to contact you recently regarding your participation in the National Assessment of Educational Progress. However, we have been unable to reach you. Please send us your current address and birthdate.

Name: _____

Street: _____

City/State: _____

Telephone: ( ) _____ Zip: _____

Birthdate: _____

Signed _____

NIE Form No. 2388-5

APPENDIX H

INVENTORY OF NAEP MATERIALS STORED AT RTI

	Item	Quantity
1.	Rulers (15 cm.)	777
2.	Rulers (18")	409
3.	Protractors (4")	405
4.	Rulers (12")	970
5.	Paper Thermometer (72°)	237
6.	Paper Thermometer (-10°)	221
7.	Paper Thermometer (10°)	215
8.	Paper Thermometer (40°)	241
9.	Paper Thermometer (movable)	160
10.	Blue Dice	550
11.	Cone (space figure)	278
12.	Pyramid (space figure)	277
13.	Sphere (space figure)	283
14.	Cube (space figure)	276
15.	Cylinder (space figure)	276
16.	Circle (plane figure)	305
17.	Square (plane figure)	323
18.	Triangle (plane figure)	303
19.	Rectangle (plane figure)	303
20.	Ellipse (plane figure)	307
21.	Plastic boards (7" x 15")	141
22.	String (12")	326
23.	Rope loops (large and small)	122 sets
24.	False-bottom box	286
25.	Spinner (black stick)	284

	Item	Quantity
26.	Square (pink plastic)	257
27.	Handout cards (numbers)	124
28.	Protractor (6")	271
29.	Clock dial (paper)	119
30.	Spinner #1	263
31.	Spinner #2	162
32.	Softballs	48
33.	Change drawers	124
34.	Stopwatches	163
35.	Job pictures and job title cards	283
36.	Alarm Clocks	173
37.	Dictionaries	263
38.	Six piece plastic puzzle	290
39.	Metal cylinder	260
40.	Carrying cases for large painting	27
41.	Cardboard tubes with lenses	675
42.	Magnet and washer sets	730
43.	TI-1200 calculators	154
44.	Pencils (Venus 2-B)	8 gross
45.	Black flair pens (fine point)	2 dozen
46.	Blue flair pens (fine point)	2 dozen
47.	Esterbrook black pens (broad point)	2 dozen
48.	Compass	73 dozen
49.	Art picture (handout no. 1)	1,389
50.	Art picture (handout no. 2)	902

	Item	Quantity
51.	Art picture (handout no. 3)	940
52.	Art picture (handout no. 4)	1,233
53.	Art picture (handout no. 5)	1,397
54.	Rulers (12" marked)	113
55.	Film "Vandalism: Crime or Prank" (YR 03)	2
56.	Film "Job Interview" (YR 05) (COD)	13
57.	Film "Management Skills and Staff Meeting"	2
58.	Film YR 05 AC 2 & 3 Pkg. 8 & 14 resp.	34
59.	Film YR 05 AC 2 & 3 Pkg. 13 (both AC)	30

Miscellaneous Items

	Item	Quantity
1.	Panasonic recorders	79
2.	Briefcases (12" x 17" x 4½" green)	91
3.	Briefcases (12" x 17" x 3½" black)	131
4.	Hardshells	28
5.	Green trunks (7' x 14" x 25")	20
6.	NAEP #10 window envelopes (buff)	3,500
7.	NAEP continuous form stationery (buff)	2,500 sheets
8.	NAEP #10 white envelopes	2,000
9.	NAEP tan clasp 10" x 13" envelope	300
10.	NAEP Newsletter subscription cards	500
11.	NAEP business reply envelopes	1,500
12.	ECS continuous form stationery (white)	5,100 sheets
13.	ECS Tan Kraft 9" x 12" envelopes	1,800
14.	ECS white envelopes 10" x 13"	250
15.	ECS #10 white window envelopes	1,500
16.	Suntan Kraft clasp envelopes 6" x 9"	1,800
17.	SLF storage envelopes	300
18.	Duo-Tangs	350
19.	#10 white envelopes	500
20.	#10 white envelopes with .15¢ postage	500
21.	Year 11 Demonstration Packages	300
22.	White 6 3/4 envelopes with postage	300
23.	Update on Education	46
24.	#2 Pencils	5 gross